

THE ATA MAGAZINE



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NOVEMBER 1949

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THIS MONTH'S COVER

This month's cover picture brings to mind the question of the place of extra-curricular activities in the lives of our school children. How many thousands of our boys are going to play hockey this winter? How many of our youngsters will be playing in organized junior league hockey, where they will be forced to play for the team to which they are assigned? At present there is a grave danger that hockey may interfere seriously with the school work of these boys, and may as a consequence, have a harmful influence on their whole lives. In the opinion of most teachers, hockey should be under the control of the teacher or school, for as long as the players are school age.

While teachers should encourage active participation in all athletics, they should be on their guard against exploitation of the boys and girls, in all such extra-curricular activities.

On page 21 of this issue appears an article which presents one aspect of this problem.

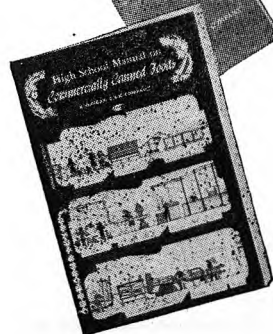
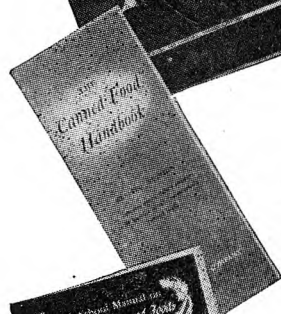
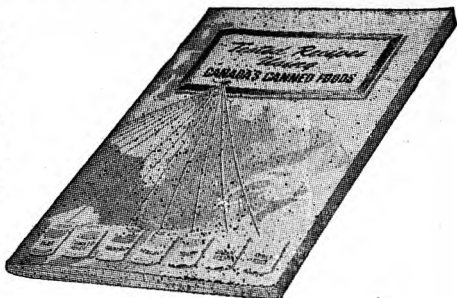
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THE A T A MAGAZINE

ERIC C. ANSLEY, Managing Editor
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THE SHORTAGE OF TEACHERS

IT HAS been said that the shortage of teachers in Alberta will end within one or two years. If the word teacher is defined to mean a person with any kind of a teaching certificate, including a letter of authority, and if the other factors that determine the supply of teachers remain fairly constant, there may be a *teacher* for every classroom in Alberta by September, 1951, as prophesied. However, the real shortage of teachers in Alberta will not be solved quite so easily, nor quite as soon.

The real shortage of teachers was estimated by the Department of Education in January, 1947, to be approximately 1,600, in the divisions only. For the whole province the shortage must have been at least 2,000. Since 1947 the province has not trained enough teachers to meet the average yearly turnover. If there has been any improvement in the supply of teachers, it is due to the better salaries in Alberta draining teachers from Saskatchewan and Manitoba, the new pension scheme which has held teachers in Alberta, who might otherwise have moved to British Columbia; the poor crops in many parts of Alberta which have been responsible for quite a number of married women returning to the classroom; and the openhanded granting of letters of authority, scholarships, and bursaries, and low entrance requirements into the Faculty of Education. These are the factors that have controlled the supply of teachers.

1. Will the government and the school boards continue to hand out scholarships of almost \$450 not for scholarships but to get high school graduates into teaching? Or bursaries of almost \$450 which are not for financial need but to get high school graduates into teaching? Neither scholarship, nor financial need, nor aptitude for teaching are taken into account in **giving** about \$450 of the taxpayers' money to anyone who will take the one year of teacher training. Rarely are their teachers asked if they think the applicants are proper persons to be in charge of boys and girls or if they could be trained to do a skilled job of teaching. Even the simplest precautions in selecting candidates for teaching are ignored.

2. Will the better salaries in Alberta continue to attract Saskatchewan and Manitoba teachers? It has been reported that a division border-

ing on Saskatchewan got all of its 71 teachers, except two, from Saskatchewan.

3. Will the low entrance requirements in the Faculty of Education continue to plague teachers? This situation is becoming serious and has led to numerous snide remarks on the campus such as the following which appeared in the September 27 edition of the student publication, *The Gateway*,

"... It was here I found out I was at a place named the University of Alberta.

" 'What can I take'? I asked the man.

"He told me what I should take, then came back to the subject. 'What education do you have, son?' he inquired.

"I told him two years in Grade Three. 'Want to see my marks?' I asked.

"He immediately told me that I should be in something called the 'faculty of education'—a faculty I didn't think I had. . . ."

4. Will there continue to be relatively few failures in the first year in spite of the fact that there is no selection of candidates, and that there are low entrance requirements? There are numerous 'supps', of course, but it seems to be a very simple matter to get credit in the first year subjects at summer school. Contrast the ease in getting a one-year certificate with the rough treatment given to teachers who want to improve their qualifications, even to getting a degree in education. For them, summer school is a sweat shop. When are we going to exercise some degree of selection for candidates for teaching, and save our special treatment for experienced, successful teachers who are trying to improve their academic qualification the "hard way"—the summer school way. /

Now the government controls the university and together they control the intake of teachers as well as the output, through bursaries and standards. And when the people in control of most of the factors that determine the teacher supply state, unequivocally, that there will be no more shortage within two years—although Canada is going to need 66,000 teachers in the next five years—it would be well for teachers, trustees, parents, and all organizations interested in our schools, and in what is good for our boys and girls, to check very closely these factors of control and how they are being manipulated.

Photo Contest Winners





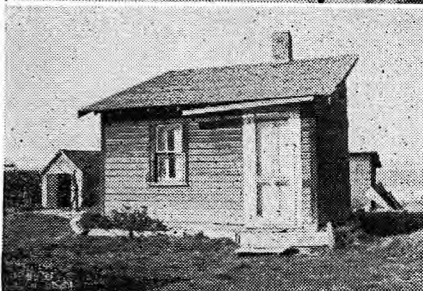
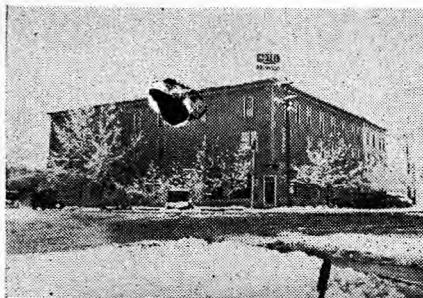
DOOR OF LEARNING

Winner of first prize and \$50.00 in the A.T.A. Photo Contest. Submitted by R. J. Schellenberg, Didsbury, Alberta. The dramatic simplicity of this picture tells more forcefully than words of the need for more educational awareness in Alberta.



A SCHOOL AND ITS UTILITIES

Eva Corsiatto, Markerville, is our third prize winner, who receives a cash award of \$10.00. While not all schools are as ramshackle as the "Door of Learning" school, the photos above show building and outdoor facilities that are typical of thousands throughout the province.



BEER PARLORS AND EDUCATION

Second prize, and \$25.00 in cash goes to Joseph Majakey, Vulcan. Mr. Majakey submitted a series of pictures graphically illustrating the "third fiddle" role that education plays in a typical Alberta town. **Upper left** is one of the town's two beer parlors, freshly painted, solid and attractive. **Upper right** is the town's high school, unpainted for years, with drafty windows boarded up for a minimum of winter protection. **Lower left** is the "home" provided for the school's principal. **Lower right** is the residence of one of the town's average farmers.

A.T.A. PHOTO CONTEST WINNERS

The first three prize winners shown on this and preceding pages were chosen only after long and difficult consideration. Dozens and dozens of excellent entries were received. From this wealth of material, your Executive plans to circulate the press of the province with pictures and captions to drive home the neglect and disgrace in educational facilities, and in the teaching profession itself.

FOURTH prize winner, with a cash award of \$5.00, was Dorothy Shantz, 11435 - 77 Avenue, Edmonton.

FIFTH prize winner, with a cash award of \$5.00, was Doris Allen, Athabasca.

SIXTH prize winner, with a cash award of \$5.00, was Victor Brosz, Pincher Creek.

The judges also gave **SPECIAL CONSIDERATION** to the following entrants:

Donald Duff, B. Gottlieb, K. Haydak, Mrs. L. Lundblad, Audrey McClafflin, Lucy E. Melnyk.

HONORABLE MENTION goes to these photo-contest entries:

Mrs. Louise G. Atkinson, John Bibby, A. B. Callard, E. W. Dowling,

Winner in Essay Competition

F. A. Rudd, M.A., LL.B., of the staff of the Collegiate Institute, Lethbridge, and member of the Alberta Bar and of the Canadian Bar Association, recently won second prize in an Essay Competition sponsored by the Canadian Bar Association. A prize of \$500.00 goes to Mr. Rudd in addition to the honour of achievement in a nation-wide open competition.

THE topic chosen was one in the field of federal or international law—"The Problem of Regulating Trade in Canada"—and was one of three topics offered carrying prizes of \$1,000, \$500, and \$250. The competition was "open to all members in good standing of the Bar of any Province or Territory in Canada, to all members in good standing of the Board of Notaries of the Province of Quebec, to all staff members and students in any law school or law faculty in Canada and to all Canadians who are graduates of any Canadian law school or law faculty and engaged in post-graduate work outside Canada."

The purpose of the competition was to encourage legal scholarship in Canada. It was also designed to cover the two systems of law here, common law and civil law, and accordingly a choice of three subjects was given; one in the field of federal or international law, one in common law, and one in civil law. Contestants could write in French or English. Technical discussion of the existing law had in all cases to be supplemented by a consideration of the adequacy or inadequacy of the law under conditions of contemporary society.

The work involved the writing of an essay of not over 10,000 words of



F. A. RUDD

developed argument and exposition fortified by wide reference to authorities. In the topic chosen by Mr. Rudd, attention had to be given to the problem of regulating trade under federal systems other than the Canadian. In this connection comparison study was made of the problem under the Constitution of the United States and under that of the Commonwealth of Australia. Announcement of the award was made at the Thirty-First Annual Convention of the Canadian Bar Association held at Banff in late August.

Hilda E. Fossum, E. E. Gale, Albert Ganser, Aurelia Hahn, John E. Hiebert, Mrs. D. R. Lane, Mrs. M. E. Langley, Sadie McDougall, Mrs. D. E. McIlwraith, Wade Magrum, E. J.

Meen, Mrs. M. C. Nesbitt, Frank M. Riddle, Velma T. Rosa, W. Howard Sharp, Sister Marie de S. Therese d'Avila.

The Role of a University in Employer-Employee Relations

From an address by Dr. Lloyd G. Reynolds, professor of Economics, Yale University, at the Industrial Relations Centre, McGill University, Montreal.

Reprinted from *The Canadian Unionist*

AT an earlier stage of our history industrial relations meant mainly the relations of management with its own employees. Personnel management stood on much the same footing as production, selling, financing, and other aspects of business management. It was an effort to discover and apply policies which would contribute to the purpose of maximum production at minimum cost.

In recent decades, however, the nature of industrial relations has been gradually transformed by the growth of union organization. I am not going to get involved here in a discussion of the advantages and disadvantages of collective bargaining; nor have I time to examine the forces responsible for the growth of unionism. Suffice it to say that these forces are very deep rooted and that the growth of unionism appears—under democratic conditions, at least—to be an inexorable and irreversible process. In some of the older industrial countries of the world, the proportion of workers who are in trade unions is approaching 100%. In the United States, the proportion is still only about 50%, and I should judge that in Canada the proportion is somewhat smaller. There can be no doubt, however, about the long-run tendency. **Looking ahead ten or twenty years, one must contemplate a situation in which collective bar-**

gaining will be the predominant way of determining wages and conditions of employment.

The Logic of Human Relations

Under collective bargaining, personnel policies take on quite different significance. Concerning any proposed policy, one has to ask not merely, "Will it contribute to the efficiency of the enterprise?" but also, "Can the workers and their union representatives be persuaded to accept it?" A policy which cannot be "sold" to workers and union leaders is of no practical importance. The engineering logic, which dominated the scientific management movement in its earlier stages, must accommodate itself to the logic of human relations.

When one asks what are the prerequisites for successful union-management relations over the long run, one can get, I suppose, about as many opinions as there are students of the subject. I would be inclined to stress two things in particular. First, each side must be willing to accept the right of the other to survive. If management is out to "get the union", or if the union is out to overturn management, it is impossible to have anything better than an armed truce. Stable relations require, not merely an attitude of general goodwill, but an intelligent appreciation by the men on each side of the

basic objectives of those on the other side, and toleration if not complete acceptance of those objectives. The union must understand the economic limitations within which management operates—for example, the fact that an enterprise cannot survive in a competitive world without a reasonable level of productive efficiency. Management must understand that union leaders are under continuous political pressure to satisfy the wishes of the membership, under the penalty of becoming ex-union leaders.

A Participant in Management

From an administrative standpoint, the problem is to integrate the union into the social structure of the enterprise so that it plays a definite and positive role, so that it becomes a participant in management rather than an outside critic. The alternative policy, still followed by some managements, is to maintain an arms-length relationship, to try to keep the union out of as many things as possible. I suggest that this strategy cannot succeed over any long period of time. Pressure from the union membership forces union officials to make demands on any subject which intimately concerns the welfare of the men in the plant. It is futile for management to reiterate, "That is a matter for us to decide,"—"We will not bargain about that issue,"—and so on. **If the workers are sufficiently concerned over an issue, it is going to be bargained about sooner or later. Management would be well advised to recognize this fact at the outset. By conceding union participation in all matters of mutual concern, it may be able in return to secure increased union co-**

Teachers in Alberta negotiate their salary schedules with their school boards, but this is only one phase of collective bargaining which should deal with ALL conditions of employment.

operation in the successful operation of the enterprise. The objective should be a situation in which both union and management officials think in terms of **functions and responsibilities**, rather than in terms of **rights and privileges**.

A view which regards industrial relations as synonymous with union-management relations, however, is still incomplete. What we really have is a three-way relation between union, management and workers. Management is obliged to cater to the desires of its workers, if only for the practical reason that it must recruit and retain an adequate labor force. Most managements have a genuine desire to go farther than this and to do whatever they can to provide satisfactory jobs for the workers in the plant. The union organization rests even more completely on worker support. Unless the men in the plant believe that the union is helping them to get things which they want, and which they cannot get otherwise, the union will wither away. The workers are thus the basic raw material, and at the same time the ultimate customers, of both the union and management organizations. Industrial relations arrangements must be judged by the extent to which they meet the worker's

(Continued on Page 60)

Principal, How Do YOU Rate with Your TEACHERS?

HOWARD W. HIGHTOWER

Reprinted from *NEA Journal*

EVERY principal should give these questions some serious attention:

Are you young in action, enthusiasm, and outlook in life?

Teachers are more likely to follow the leadership of a principal who is dynamic in action, enthusiastic about education, and has an optimistic attitude toward the future of humanity.

How do you look to other people?

Teachers like to be proud of their school leader. They want him to dress neatly; be dignified, but not pompous; and appear friendly, not forbidding.

How do you sound to other people?

Teachers appreciate a principal who has a pleasant voice—firm, cheerful, and unaffected.

Have you had a wide range of experience in educational work?

A principal who has had successful experience as a teacher will have the practical "know how" necessary to create teacher confidence in his supervisory abilities.

Are you a well-trained administrator and supervisor?

The principal who pursues graduate studies can better qualify himself for his position. Teachers are likely to have greater professional respect for such a principal.

Are you taking your place as a leader in your local community, state and nation?

Teachers like to look to their principal as a leader in lay and educational affairs—not only locally but in the state and nation.

Do you use the talents and abilities of your teachers in planning the overall educational program in your school?

A good principal realizes that

every teacher has some ability in educational planning and uses this ability.

Do you give the welfare of your teachers a high priority on your list of duties?

The principal should be the first line of "offense" for the welfare of his staff.

Do you have a sense of humor, commonsense, and balanced judgment?

If the principal can laugh with his teachers at some of his and their peculiarities; if he uses commonsense in the sense that he can overlook some human frailties in his staff members; and if he consistently show evidences of balanced judgment in meeting situations which are not covered by formal rules and regulations, he is in line to be rated as a "human" principal.

Do you make it a rule to "save face" for your staff and members?

Criticism or an order from the principal changing the teacher's plans which will cause the teacher to lose "face" with her pupils or her colleagues creates a bad situation. The principal must stand by the teacher's decision. However, the mistake should be pointed out in private.

If your answer is "yes" to all of these characteristics, do you practice them in order to gain a high rating with your teachers, or in order to bring the best educational opportunities to the boys and girls in your school?

A well-selected and well-treated group of teachers who highly rate their school and principal will go a long way toward giving the best in an educational program to a community.

Teachers, How Do YOU Rate with Your PRINCIPAL?

J. LLOYD TRUMP

Reprinted from *NEA Journal*

WHAT does your principal think of you as a teacher? As a means of self-evaluation, teachers may be interested in the factors that principals usually mention when discussing superior teachers—either in conversation, inside and outside the profession, or in letters of recommendation. This article is an analysis of many opinions noted during several years of teaching and administration.

The superior teacher possesses greater interest in boys and girls than in subject matter.

For example, he evaluates the results of his history teaching primarily on the basis of whether his students have learned to be open-minded and interested in the duties of citizenship, in continuing their study of international affairs, and the like.

The test of his teaching of science lies in how students think and how interested they are in understanding natural phenomena.

He is conscious of the many dynamic social relationships existing in his classes and is interested in helping boys and girls solve problems of living and working together. Therefore, he is not so much concerned with whether he is assigned a so-called "good" or "poor" section of students on the basis of their natural abilities. He regards the "poor" section in the same light as the "good" because his standards of accomplishment are concerned with helping boys and girls.

The superior teacher offers help in necessary extra-class duties. He not only willingly accepts assignments in serving on committees and in sponsoring extra-class activities, but goes out of his way to offer his services.

The principal believes that the school will serve youth better if the teachers are at work on a variety of committees important to the improvement of the educational program. He also knows that extra curriculum activities are essential in a modern school.

It then becomes necessary for teachers to serve in both capacities. The principal values highly those teachers who accept responsibilities willingly.

This does not mean that teachers must be overworked in these areas. The superior teacher will join others in suggesting to the principal that steps be taken cooperatively to see that the load of extra-class duties is equitably distributed among the staff.

The superior teacher, by his attitudes and his acts, shows a genuine enthusiasm for his school and community.

Of course, no school or community is perfect and it is easy to find fault continually. The principal, naturally, prefers those teachers who are interested in bettering situations rather than merely complaining about them, who see in every community whether it be industrial or agricultural, conservative or progressive, large or small, an opportunity for service.

The superior teacher has pride in being normal instead of eccentric.

Principals prefer teachers who have developed those personality traits usually associated with enjoyment of living.

The superior teacher possesses a genuine sense of humor, interest in other people, pride in accomplishment

(Continued on Page 49)

What Can Be Done for the "C" Student?

BERTHA LAWRENCE

FOR a number of years teachers in commercial schools have been keenly aware of two major problems which are very closely related: firstly, the number of students leaving school before completing grade XII, and, secondly, the "C" student. A five-year survey of the pupils registering at McDougall Commercial High School showed, that, of the "A" students, 7.0% left before completing grade X, 16.4% grade XI, and 45.7% grade XII. Of the "B's", 15.6% dropped out in grade X, 29.8% in grade XI, and 68.8% in grade XII. Of the "C" students, 18.8% failed to complete grade X, 50.8% in grade XI, and 87.8% in grade XII. This wastage, especially among the "C's", has been extremely disturbing to the teachers and has given rise to the second problem, namely that of the "C" student. "What can be done for the 'C' student?" Is there a place for him in the commercial program, and if so, where is it?

It has long been felt that subjects such as shorthand and bookkeeping require a degree of intelligence, ability and application not generally possessed by the "C" student. The failure of such students to make satisfactory progress in these subjects has led to their becoming discouraged. The commercial program has had little to offer a pupil who could not master shorthand or bookkeeping in the first year, and this pupil has found himself with too few subjects and too much spare time, with the result that he has often become a problem to himself and to the staff.

With these facts in mind, commercial teachers have urged some adjustment of the program so that the weaker students may receive a worthwhile training, which would both hold them in school longer, and would

Bertha Lawrence, teacher at McDougall Commercial High School, Edmonton, reports on the experiment conducted at her school last year to improve the reading ability of "C" students.

make them employable when labour conditions are more normal.

Therefore, in the summer of 1948 an experimental grade X class was authorized by the Department of Education. In this class the regular program was offered in health, physical education, and typewriting. English 1 and social studies 1 were adjusted; penmanship and Business English took the place of shorthand; bookkeeping 1a, general mathematics 1a, vocations and guidance, and business fundamentals completed the 36 credits for the year. On the first day of registration in September, 1948, each first year student was given a mimeographed sheet outlining both the regular and the experimental courses. It was suggested that these programs be discussed with the parents and that all those students, who had either "C" standing from Grade IX, or a known deficiency in language, should take the experimental course rather than the regular one. No compulsion was used to force pupils into this class but many of them took advantage of its modified program. Thus the class was made of 30 "C", 9 "B" and 3 "A" students. The average intelligence quotient of this group, according to *The Laycock Test*, was 92.3, where the median was 88. During the year one "A" left on account of sickness at home, one "B" left to work for her father and ten "C's" left, some to work as sales clerks in local stores and others to stay at home. Though the course does not, therefore, appear

to have solved the problem of wastage, still it is significant that only one student "dropped" one subject during the course of the year, while in other years, the number who have "dropped" shorthand and bookkeeping has been disturbing.

All first year pupils took the *Progressive Achievement Tests* early in September. The results of these tests showed that many of the "C" students were below the grade X average achievement in reading. The lowest score was the equivalent of that of a child just entering grade VI, while the highest score for the "C's" was 9.8 (the level of an average student in grade IX in April). The whole year's course in English was planned to diagnose and overcome as many of the weaknesses in reading as possible. The following is a report of the procedure which evolved from this experiment in English.

In addition to *Master Reading Skills*, and *Let's Read*, (both of which books were used directly for the reading program) the class studied from one-quarter to one-third of the poems in the regular text. They also studied two selections, *The Night Mail*, and *The Sheep Dog Trials*, from *The Magic of English Literature*. They learned 150 lines of memory work from pieces which they chose and discussed in class. No play was read this year. (Perhaps this was a mistake and may be remedied another year.) Little time was spent on *Expressing Yourself*, or on language work, directly, as it was considered that most of this could be dealt with in the Business English course. Oral and written work, however, were always checked for English.

Motivation. The need for rapid, accurate reading and comprehension was demonstrated by discussion of, and examples taken from, the occupations of the students' parents. Disadvantages of not having developed

these reading skills were illustrated.

A reading test for speed was given, which showed a range of from grade 1 plus (120 words per minute) to grade 14 (425 words per minute). A test for accuracy showed a spread of from 32% to 78%, while a test for comprehension showed a range from 12% to 65%. These gradings, together with the reading grade from the *Progressive Achievement Test*, were shown on the students' individual graphs and most of the pupils immediately showed interest in improving their standards.

Techniques. By cutting the book *Mastering Reading Skills* so that reading matter was separated from questions, it became possible to "time" pupils for their reading. Since questions could not be seen while the reading was being done, and as reading matter was collected as soon as it was read, a certain accuracy of reading was measured and developed. About half of the booklet was suitable for this type of work. Frequently, selections from *Let's Read* were used to test and develop both speed and accuracy.

To build vocabulary a selection was sometimes assigned and the difficult words looked up before the lesson. After a discussion of the words involved, the students were given the selection to read and then were assigned questions. In answering these questions the pupils were allowed to keep the reading material handy and refer to it. The remaining half of *Mastering Reading Skills* and portions of *Let's Read* were used for this purpose. Social studies material was often treated in the way described above for the two courses were, on the whole, closely correlated.

More accurate comprehension was the aim of frequent discussion regarding the subject matter of the reading. Students were encouraged to ask themselves, and each other,

(Continued on Page 63)

Teacher Inservice Training in Alberta

L. A. BROUGHTON and J. G. WOODSWORTH

Has your division a planned system of inservice training for teachers? Here Mr. Broughton, superintendent of schools for the High Prairie School Division, and Dr. Woodsworth, supervisor of Instruction and Guidance for that division, discuss the program of inservice training in their area.

SOME years ago the title "Inspector of Schools" was changed to "Superintendent of Schools" to indicate, in part, a change in emphasis within the Department of Education from a somewhat impersonal rating of teacher competency to a broader conception of teacher evaluation which included year-around aid to teachers-on-the-job in attaining greater professional skill. It is suggested by the present writers that such necessary aid to the on-going educative process does not now prevail in adequate measure under present educational administration in this province, mainly because the superintendent of schools carries far too many other responsibilities to supervise effectively a program of teacher inservice training.

The logical solution to the above dilemma is the hiring by the Department of Education or by divisional boards of persons who shall act as field supervisors in providing teachers with a rather continuous program of aids in instructional and guidance matters. A few divisional boards in this province have already hired "travelling teachers" to aid the busy superintendent in some matters; the High Prairie School Divisional Board has designated its new extrainstructional employee "Divisional Supervisor of Instruction and Guidance" and is now watching the development of a well-structured program of teacher inservice training. Since the writers are participants in this latter experiment, and since they feel that a little long-range thinking regarding this new development in Alberta's educational scene is necessary to

avoid topsy-turvy growth, the following suggestions based on their thinking and experience are set forth for the purpose of clarifying the nature of this type of office.

Relationship to the Superintendent of Schools. To think of the divisional supervisor as a junior or an apprentice superintendent is, in the opinion of the writers, a misconception of the permanent and unique nature of this post. The superintendent must remain a generalist; the divisional supervisor will, undoubtedly, be hired because of special qualifications. Moreover, the apprentice superintendent conception conjures up the picture there being in this province a few years hence of 50 or so aspiring-to-be-superintendents waiting for the demise of an equal number of actual superintendents. Surely, this is a rather disquieting vision for superintendents and a frustrating one for supervisors.

Recommended Duties. From a long-range point of view, it would be desirable to have two supervisors in the field: one a specialist in guidance matters, the other specially skilled in curriculum or instructional theory and practice. Where one person must combine these functions, the load will be heavy. The following recommendations with respect to duties are made with the latter exigency in mind:

1. Liaison with the curriculum and guidance branches of the Department of Education.

2. Responsibility for organizing and administering a standardized testing program:

- (a) selecting and ordering tests

- (b) training or aiding teachers with respect to the administration of tests and the interpretation of results
- (c) assuring that test data is made functional
- (d) assuring that test data is properly used and faithfully recorded in cumulative record files
- (e) conducting research with division-wide results.

3. Responsibility for aiding in the organization of counselling programs in large schools.

4. Aiding in the rehabilitation of "problem cases":

- (a) personality maladjustments
- (b) remedial work in the skill subjects.

5. Conducting a well-structured program of teacher inservice training in instructional matters:

- (a) specific teaching devices
- (b) explanation and clarification of the enterprise system
- (c) classroom control.

Limitation of Areas of Responsibility. To avoid jeopardizing the effective administration of the above program, it is recommended that special care be taken to avoid supervisor responsibility in the following areas:

1. Attendance matters, insofar as they are unrelated to general pupil maladjustment.

2. Substitute teaching.

3. School administration or any other matters which are mainly executive and which the superintendent as an administrator normally handles.

From the foregoing it should be obvious that persons appointed to these new supervisory posts must have personal and academic qualifications considerably above the average among personnel in education. The relationships between teachers and a divisional supervisor must of

necessity be highly permissive, since inservice training is a matter of co-operation rather than compulsion. For this reason the supervisor must be a person who can command the respect of persons in the field with whom he will be working. This calls for certain personal qualities of leadership and for academic qualifications fitting to one who will be working in a "super"-visory capacity with teachers whose own academic qualifications will frequently reach or exceed the baccalaureate mental background in educational leadership and specialization at the Master's level are recommended as qualifications which divisional boards would be wise in requiring of such supervisor personnel.

The financing of this new post will be of considerable interest and concern to divisional boards or other contributing agencies. The following points are pertinent to this matter:

1. In order to attract qualified and competent persons to such positions, salaries offered will have to equal or exceed the highest teacher salary in the division concerned.

2. *The School Grants Act* provides a grant of \$500, an equalization grant equivalent to a one-room school, and the sum of four cents per mile travelled in the case of such supervisory personnel.

Such, in brief, is a picture of a new (and growing) feature of educational services in this province. With obvious need for new buildings in many school divisions, and at a time when boards are being cautioned about over-estimating budgets, the advocacy of additional personnel in education may seem somewhat inappropriate. Fortunately for educational progress, educational planners in Alberta—trustees and professional educators alike—look ahead without giving too much weight to exigencies of the hour.

Putting the SPELL in SPELLING

NADINE HAHN THAYER

Reprinted from *North Carolina Education*

The author of this short article observed a spelling lesson for primary school youngsters in the Chicago Laboratory School. She was so favorably impressed by the experience that she wrote an account of what was going on during the spelling lesson. Here it is.

WHAT makes the eyes of first and second graders sparkle with anticipation when their teacher asks them to spell and define words like *umbrella* or *rheumatism* or *chrysanthemum*?

Most youngsters of this age are struggling with *ball* and *kite* and *flag*. But teachers in the University of Chicago Laboratory School believe in teaching primary pupils to spell words with which they are familiar, no matter how big. These children hear words like *chrysanthemum* at home. What is more natural than that they should want to learn to recognize them in print? Children, the teachers reason, can learn much more than adults think they can. If such ten-dollar words are in their vocabularies, the logical step is to teach them to read and spell the words.

A Series of Games

Learning to spell at the laboratory school is a challenging experience. In fact, spelling lessons are really a series of games. Let's take a look.

First and second graders had just seated themselves on the rug at the front of their room when their teacher began to write on the blackboard: "Mary, get the turtle." All the youngsters read the sentence, but only Mary ran to

the science table to fetch the turtle. Each small face glowed with expectation as the teacher continued to write: "John, open and shut the door." "Lucy, find the green pencil on my desk." "Philip, feed the canary."

The briskness with which each child rose to carry out the written instructions showed how much the game was enjoyed.

For a special spelling treat, the teacher told the youngsters that she would ask each pupil to whisper in her ear his favorite "hard word." "Sometimes it is fun to try to guess hard words," she added with a smile. A forest of small hands shot up in agreement.

The first "hard word" volunteered was *lily of the valley*. To simplify the exercises and also to supply the children with some general information, the teacher wrote a few hints under the word, such as "It is flower." "It is white."

And under *Hawaii*, which really stumped even the most avid spellers,



... a challenging experience.

she hinted, "It is far away." "It is an island in the Pacific Ocean." "It is very warm there." "Alice's grandmother went there."

Modern Spelling Bee

A variation of the spelling bee proved to be great fun. In this modern version the boys and girls lined up while the teacher called out letters of the alphabet. If a child could not name a word beginning with the letter the teacher gave him, he sat down.

A vivacious, brown-eyed little girl, one of the last two left standing, picked the easy way to win. As her chubby opponent struggled to find words, this little schemer merely gave the plural. From her gleeful expression and the exasperated look on the other child, it was obvious that this trick had not been used before. And from the amused, though slightly irritated, countenance of the teacher, it was equally obvious it would not be used again.

In another game, the teacher simply asked individual pupils to pronounce, spell, and define a word. Even then, hands waved eagerly as each youngster tried to out-pronounce, out-spell, and out-define his neighbor.

The staleness and lifelessness of traditional spelling lessons was happily missing in these word games. Youngsters were learning to think for themselves with guidance from the teacher. They seemed to enjoy putting into classroom use words with which they were already familiar.

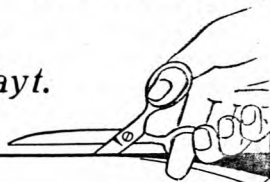
A pigtailed blonde girl, when asked if she were glad summer vacation was so near, replied, "Oh, no! We all love school. It's so much fun—just like a party all the time."

Perhaps that is the best explanation of the spirited participation of these first and second graders in their spelling lessons.

CLIP CORNER

By

Clayt.



During the hot vacation months the beaches were as *overcrowded* as some of the swim suits.—*Wisconsin Journal of Education*.

You can't dream yourself into a character; you must hammer and forge one for yourself.—*Froude*.

The most ancient specimens of paper known to exist are two scraps with Chinese writing of the Eastern Han period, 25-220 A.D. They are in the British Museum.—*The Texas Outlook*.

There is never any steam until the water gets hot.—*NEA Journal*.

An American will tinker with anything he can put his hands on. But how rarely can he be persuaded to tinker with an abstract idea!—*Leland Stowe, NEA Journal*.

Obstacles are those frightful things you see when you take your eyes off the goal.—*Hannah More*.

Whether life is worth living or not depends on the liver!—*Wisconsin Journal of Education*.

Representatives of the teachers' organizations appeared before the board to ask for a further cost-of-loving adjustment in wages.

The War on Subversive Ideas

... can be won only through education, says Robert M. Hutchins, chancellor of the University of Chicago. Is Alberta trying to limit academic freedom and liberal thinking? Remember, Communism has grown only in those countries where the people have throttled freedom under one guise or another.

Released by *Rural Editorial Service*

LOYALTY oaths are insulting, discriminatory, and a useless means for combating Communism," said Robert M. Hutchins, chancellor of the University of Chicago, during a recent interview. "The way to combat Communism is to show the superiority of democratic ideas. Communism in this country has no more of a chance than capitalism has in Russia," continued Mr. Hutchins.

"Offensive measures can be taken against subversive ideas. One way is the policy of repression, which is contrary to the letter and spirit of the Constitution. This policy cannot be justly enforced because it is impossible to tell precisely what people are thinking. The policy of repression of ideas cannot work and never has worked."

The alternative is the long, difficult road of education, the policy to which the American people are committed, Dr. Hutchins believes.

Opposes Appeasement Of Educators

"But how can offensive measures against this policy be taken when loyalty oaths and tossing of the Communists to the wolves seems to be a satisfactory step among leading educators?" continued Dr. Hutchins.

"During my years of experience in the field of education, I have never personally known or met an educator who is a Red."

But even if a teacher has a Communist's card that alone should not class him as "bad," said Dr. Hutchins. The question is: "What is he teaching?" Competence and the law should be the basis of appraisal. "If you start regulating the activities of teachers by any other means except competence and the law, you

limit liberal thinking and academic freedom," Dr. Hutchins explained.

"This present movement is an effort to control thought. There is an apparent assumption that the American dogma is an immutable doctrine, a set of rules, and that anyone who attempts changes is un-American. The essence of American dogma, however, is independent thought. It puts a premium on variety and not on conformity."

Help Public Understand

Dr. Hutchins believes that while the elementary school can never be regarded as a revolutionary factor, the high school, the college, and university must introduce students to new ideas and begin the criticism which, in turn, results in social reform. Educators have done a bad job of letting people know what our schools are really for, he said. Schools should not be regarded by the public only as sources of entertainment on Saturday afternoons in autumn.

To say that the American people cannot understand education is wrong. It is the function of all educational groups to determine what education is and use all means of communication to help people understand it.

When asked if he believed the wave of hysteria would subside or grow larger, Dr. Hutchins said he thought that more and more investigations would be made. "If recession does not last too long; if we can come to some terms with Russia, I believe that the common sense of people will reassert itself, but at the present time I see no leadership in education which will offset this witch hunting."

Hockey And The School

Reprinted from *The Bulletin*

AT the Easter Council Meeting of The Ontario Secondary School Teachers' Federation the delegates voted to support Dr. G. Edward Hall, president of Western University, in his criticism of the machinery of organized hockey insofar as it affected the education of the youth of the province. This resolution when published in the press, brought an instant demand from hockey authorities for the statistical proof on which the Federation based its attitude. In a subsequent radio panel-discussion, J. L. Murray, of Kingston C.I. and V.S., whose interest in the matter long ante-dates Dr. Hall's statement, defended with honour the teachers' viewpoint. Over a period of years there is little doubt that the educational progress of many boys is disturbed, and in too many cases, ended by the extensive farm-system methods used by the hockey world.

The Federation withdrew from continued active participation in the squabble only on the understanding that negotiations to seek a satisfactory solution would be entered upon by higher authorities.

On June 4, a joint meeting of amateur and professional hockey officials held in New York reflected the anxiety of the delegates over the adverse criticism directed at their tactics. President Clarence Campbell of the National Hockey League, in speaking to the joint meeting, is quoted as saying: "We must go into the highways and byways and sell our position and we must stand together on it." This reminds us of Mr. Churchill's famous "we will fight on the beaches" speech when even he, by his later admission, considered the cause to be well nigh hopeless.

On June 8, Ralph Allen, sports writer of the *Toronto Evening Tele-*

gram expressed his opinion of the farm systems employed in both hockey and baseball.

"Although I am not among those who agree with it (the farm system), I still think the promoters have a case, and suspect they are capable of presenting it logically and intelligently. Undoubtedly, if they were forced to loosen or abandon the death-grip they take on their chattels almost as soon as the average chattel is old enough to write his own name, much of the solidity of their business empires would be at least temporarily threatened. Their farm systems would have to be drastically remodelled.

"But of one thing you can be sure. Neither hockey nor baseball will curl up and die if its entrepreneurs are forced to observe the same laws and principles in relation to their employees which entrepreneurs in other business and professions are forced to observe in relation to theirs.

"It just isn't true that baseball can't survive without the reserve clause or that hockey can't survive without the "C" form and negotiation list. The only things that are essential to the survival of baseball are a sufficiency of bats, balls, and gloves, a sufficiency of people to play the game and a sufficiency of people to watch it. The only things that are essential to the survival of hockey are ice, hockeysticks, skates and pucks, people with the ability to use them and other people with urge to watch them being used. All these ingredients were here in great abundance before the reserve clause or the "C" form were invented. They'll be here for a long, long time, no matter what."

Editor's Note: The following resolution was adopted at the Canadian

Teachers' Federation Convention in August 1949:

Whereas the present regulations of amateur and professional hockey permit the placing of names of school boys on negotiation lists of Junior hockey teams while still playing midget hockey, and

Whereas the Canadian Teachers' Federation deplores:

- (a) that this is done without the formality of consulting either the boys concerned or their parents,*
- (b) that boys are thus often assigned*

to play Junior hockey in centres at a considerable distance from their homes,

- (c) that the situation may mean inadequate supervision and exploitation of the boys,*

BE IT RESOLVED, that the Executive of the Canadian Teachers' Federation urge the Canadian Teachers' Federation representative on the Canadian Education Association to make strong representation to that Association with regard to amateur and professional hockey as it affects school boys.

"Good Human Relations Make Good Public Relations"

The telephone rang in Mrs. Larson's home. Mrs. Larson answered it and was surprised to hear the teacher of her son Billy on the other end. She was even more surprised when the teacher began to tell her of the fine thing that Billy had done that week in school. To Mrs. Larson, it did not seem that Billy had performed anything outstanding when he told her about it a couple of days ago. But she must have been wrong. Hadn't the teacher made a special call to tell her what a nice thing Billy had done in school? Perhaps Billy's contribution to the class that week was more important than she realized. And wasn't it fine that the teacher called her to tell her about it? She remembered that in the city they had lived in before, the only telephone calls she used to get from school were the unpleasant ones when Billy had misbehaved or wasn't accomplishing his work. Yes, she was glad they had moved to this new school district for here, without any doubt, the school was really interested in the children and their families.

Here again was a simple act of courtesy and kindness on the part of the teacher who called the parents to commend their child for a satisfactory deed. Quite likely, the human relations between the school and home were improved, and along with it, the public relations. Little acts of kindness and consideration improve human relations and in the long run, good public relations are strengthened.

"Good human relations do make good public relations."

—Wisconsin Journal of Education.

What Shall I Do About Discipline?

... asks many a new teacher sorrowfully. We hope that this article, reprinted from *The Indiana Teacher*, will help to solve 'the discipline problem' in your school.

FREDERICK J. MOFFITT

SOME supervisors still hold to the theory that the good disciplinarian is born, not made, and that a teacher either "has it" or "doesn't have it." This is not true. Naturally, there are some teachers for whom, because of temperament and background, discipline comes "easy", but, in general, it is an acquired technique, partly a matter of physical factors, an understanding of how a child ticks, a thorough knowledge of each individual pupil, good mental health, and careful planning.

Planning and More Planning

At the earliest possible moment, the supervisor should decide with every teacher just what constitutes good discipline; that desirable pupil behavior in a classroom, as in every other group situation, comes about only when the group is engaged in activities, projects, tasks, or studies that have clear meaning and value to the group and to teach individual member thereof. Every child has the desire to gain a sense of personal achievement and of group recognition and acceptance. The child who sees a clear-cut purpose and direction in what he is planning and doing will be far less likely to develop unsocial behavior.

On the part of both teacher and supervisor this means planning and

more planning, planning a daily program that meets the needs of children, planning activities that give outlet for purposeful group and individual activities, planning with the children so that they know thoroughly and clearly their aims, purposes, and goals.

The supervisor may help the teacher by arranging faculty meetings where there is ample time for group exploration of the meaning and purposes of discipline with possible brief side excursions into the historical and philosophical backgrounds (see starred titles in suggested reading list); by regularly scheduled individual teacher conferences (complicated by no sudden emotional crisis) where "case" studies are examined; by straightening out all possible bumps in the age-grade charts. The supervisor must study each teacher's unique personality and treat him as a person—checking his strengths and weaknesses, adjusting and encouraging, and keeping strain and worry at a minimum; when necessary arrangement should be made for a change of schedule, a lessening of pupil load, a more liberal use of visiting days with "master" teachers or a reassignment of responsibility and a new challenge.

Both supervisor and teacher should give attention to the physical factors that influence the behavior of pupils. Is there enough space in the room? Are seats comfortable, suitably arranged, and adjusted to size? Does the classroom have a homelike appearance? Is it properly heated and ventilated? Is the lighting suitable? Are recreational facilities adequate for the outlet of natural energies?



Are blackboards in line of vision? Are instructional material adequate and at hand? Are there distracting influences such as hall traffic, street noises, noisy furniture, unnecessary interruptions? How carefully all these factors are controlled has a direct relationship to pupil behavior in the classroom.

Is the teacher democratic? Does he use "we", "our", "us" instead of "I want", "you do", "do it for me"? Does he call each child by name? Does he have plans and material ready? Is the program varied, interesting with occasional pleasant breaks and surprises? Is a little drama injected in the work-a-day routine? Children need praise; they like to be constructively busy; they love drama and color, pretty costumes, and a little "play-acting." "Keep the kids guessing just a little bit as to what is coming next" is the way one school supervisor puts it.

Courtesy Pays

All these outward signs of inward well-being play their part in good pupil behavior. Such varied factors as the teacher's alertness, voice, temperament, experience, standards, knowledge of subject matter, ability in interesting presentation, and fairness and honesty determine pupil behavior. There are significant small techniques, too, that can be quickly learned: that "blanket" threats, pleas or tears are never very effective, that overt behavior should be discussed in private as an individual matter, that bluster or wild threats are an invitation to trouble; that sarcasm invites defiance; that sheer boredom is responsible for many behavior problems; that 85 degrees Fahrenheit is apt to raise something besides the room temperature and that there is definite correlation between pupil behavior and poor equipment, limited teaching materials, and narrow courses of study.

Supervisors know that children re-

spond to the teacher who is always courteous, calm, and impartial. Good manners beget good manners, and a pleasant, quiet voice is an appreciable asset. When reprimands must be given, they should be brief and to the point. When formal order is expected, teachers should admonish by name and in a tone that means business, but is not unpleasant. The well-adjusted teacher relies upon reasoning, a social situation, calm repetition of directions, and infinite patience in obtaining results; the "poor disciplinarian" uses the sharp command, the strident voice, the threat, the deprival of group activity or the ignoring of the pupil.

All teachers need a great deal of help to enable them to exercise skill in diagnosing each individual case, in finding out the *real* causes of difficulty in the classroom, and in adjusting the *individual* treatment to meet the *individual* needs of the *individual* pupil. Modern psychology tells us that most classroom disorders indicate some thwarting of the pupil. Causes of troublesome behavior may be found in the home or in data from the family physician, the psychological examination, the health history, and the whole gamut of social and emotional experiences of the child.

There is an increasing number of sociometric devices available to the teacher, too, for discovering the "why" of pupil behavior. In many school systems, the cumulative folder of information about each pupil has been expanded and refined to a high point of helpfulness. A particularly interesting study, *How to Construct a Sociogram*, published by the Bureau of Publications, Teachers' College, Columbia University, is being used by many teachers with excellent results. The *Guess Who* tests (for detailed explanation read *Helping Teachers Understand Children American Council on Education*) are an interesting new approach to the solution of behavior problems.

Working hand in hand, the supervisor, teacher, and parent can make for the child a happy school environment with definite challenges and responsibilities. They may give him a sense of belonging and of successful achievement. Together they may find that in the understanding of the whole child his behavior problems may be solved.

In the excellent booklet *Discipline—What Is It?* Helen Steers Burgess says: "If we can stop thinking of our children as 'good' or as 'bad', but as learning; if we can look far ahead for them and teach them so that some day they will not need us; if we can in the meantime use every skill that our own love brings and that science can contribute to reveal to us what life looks like to a child and to interpret our values in terms that are understandable to a child; if we can do these things, and at the same time enjoy our children in each swiftly passing phase, then truly, that old bugbear, 'the discipline problem,' will dissolve into the splendid process of learning how to live."

Below is a list of suggested reading prepared by the author of "Lickin' and Larnin'":

American Council on Education, Commission on Teacher Education. *Helping Teachers Understand Children*. The Council. 1945. \$3.50.

Burgess, H. S. *Discipline: What Is It?* Child Study Association of America, 221 W. 57th Street, New York 1938. 10c.

***Educational Policies Commission. *Education for All American Children*. The Commission. 1948. \$1.25.**

***Falk, H. A. *Corporal Punishment, A Social Interpretation of Its Theory and Practice in the Schools of the United States*. Teachers' College, Columbia University. 1941. \$4.10. (Contributions to Education No. 835). For readability and general background this doctoral dissertation is tops. An historical and philosophical treatise that reads like a story book.**

Giles, H. H. *Teacher-Pupil Planning*. Harper. 1941. o.p. The ideas of democracy in the classroom are uniquely and challengingly presented.

National Education Association of the United States, Department of Supervisors and Directors of Instruction. *Mental Health in the Classroom*. Thirteenth Yearbook. The Department. 1940. \$2.00.

Pratt, Caroline. *I Learn from Children*. Simon & Shuster. 1948. \$3.00. This book should be read and discussed by all who live and work with children and by all interested in causes of human behavior and in ways of living together. Excellent for faculty discussion meetings.

***Sheviakov, G. V., and Redl, Fritz. *Discipline for Today's Children and Youth*. Association for Supervision and Curriculum Development. 1944. 50c. One of the best of recent publications in this area.**

Editor's Note: The first, third, fifth, sixth and eighth books in the above list may be obtained from THE A.T.A. LIBRARY.

ARMISTICE DAY

On page 30 of this issue is a picture, reprinted by courtesy of **The Canadian Mineworker**, of the Edmonton Cenotaph. The Cenotaph was erected to commemorate the war of 1914-18. Recently the figures 1939-45 were also engraved upon it, to make it commemorate World War II.



OUR LIBRARY . . .

BOOK REVIEW Creative Art Craft Series Pedro De Lemos *The Davis Press Inc.*

Director of the Creative Art Craft Studio for children in Edmonton, Mrs. Mary Tutty is known to many teachers who attended her classes at the 1949 University of Alberta Summer School. Mrs. Tutty is an enthusiastic promoter of an all-round arts program. She took her training in creative arts at the University of Chicago under the direction of Dr. Whitford, whose books are widely used in Alberta schools.

Oh, this is fun, I never knew how relaxing clay modelling could be. Not until the ceramics group tried it did the members realize this either. Is it not a shame, then, that we in a province with a wealth of clay available, do not give our children and students such opportunities more often?

Clay modelling is but one form of art craft. Crafts include pottery, carving in its many forms, lapidary, metals, leather, and certainly plastics should not be left untouched in this day and age. There are the graphic arts, too; lettering, layouts, displays, posters, drafting, etching, and block printing in its many forms, from the humble potato print to the linoleum and wood block prints, should be a part of every child's development. Stencilling and silk screen printing are other forms of intriguing crafts.

We, in our province, for years have dealt with the drawing, painting and design aspects of the art fields, but we have excluded the crafts. The sooner we accept that all art, whether fine, commercial or industrial, is vital to

(Continued on Page 28)

YOUNG CANADA'S BOOK WEEK

How are library facilities in your school and community? Are the boys and girls in your district given half a chance to read good books?

Check over the four-fold purpose of Young Canada's Book Week, November 12 to 19, and consider what you can do to promote its success. The aims are:

1. To encourage more reading of more worthwhile books by more children at home, at school, and at the library.
2. To remind adults of the importance of a child's contact with the best books.
3. To make adults more aware of the good children's books of the past and present.
4. To stress the need for such books in the community.

By supporting these objectives teachers can do much to see that the children in their community are no longer deprived of the opportunity to read the best.

NEW BOOKS IN THE A.T.A. LIBRARY

The Story of Canada—

George W. Brown, Eleanor Harman, Marsh Jeanneret, *The Copp Clark Company Limited*, 433 p.p., \$3.00.

One of the most readable and appealing books on Canadian history published in the Dominion, *The Story of Canada* is intended for readers from nine to fourteen.

While the authors, all of whom have had wide experience as writers and editors of books for children, have kept the over-all plot of *The*

Story of Canada foremost, they have made an effort to make the story a thrilling adventure and at the same time to achieve a simple, direct style that will provide no reading difficulty for children.

The colored illustrations are numerous (the book will "always open at a picture"); the print is easy to read; the price is reasonable; the over-all make-up is attractive. *The Story of Canada* will doubtless be popular with teachers and pupils throughout the Dominion.

Stories in Rocks—

Henry Lionel Williams, *Henry Holt & Company, New York. (Distributed by Clarke, Irwin & Company Limited, Toronto).* 151 p.p., \$4.50.

One hundred and twenty illustrations, a glossary, an index, and a calendar for geologists are all included in the very readable 151-page text, *Stories in Rocks*.

Illustrated by the author, Henry Lionel Williams, *Stories in Rocks* is a book on the elements of geology written simply and directly. It will appeal to students, for it reads like a story and yet is full of concrete facts. Science teachers will welcome this book as a useful addition to their school library.

Dances of Austria—

Lionel Williams, *Stories in Rocks* is

Katharine Breuer, *Max Parrish & Company, London (Published in Canada by Clarke, Irwin & Company Limited).* 39 p.p., 90c.

Teachers interested in folk dancing will find this small book an excellent source of ideas and instructions. The history of old country customs and festivals, and the dances that go with them are described.

The author, Mrs. Breuer, has spent her life collecting and teaching the dances of Austria and has here compiled the most famous of these.

"For those who would learn these dances for themselves a more detailed description, including step notation and music, is given."

Dance of Austria is one of the handbooks sponsored by the Royal Academy of Dancing and the Ling Physical Education Association.

Citizenship Training—

C. R. MacLeod, *J. M. Dent & Sons (Canada) Limited,* 265 p.p., \$2.75.

"The book should prove invaluable to all teachers who are concerned with the problem of making democracy work amongst their young students as well as to those who are interested in linking the school and community more closely. Methods and techniques have been suggested to assist teachers and educationists to enable pupils to see democracy in action, and to participate in it. Those concerned with adult education groups, new Canadians, and social welfare workers should also be interested. The author is concerned not only with particular techniques and methods, but also with the larger problems of racial and religious tolerance in the school and community."

Life being very short, and the quiet hours of it few, we ought to waste none of them reading valueless books.

—RUSKIN, *Sesame and Lilies: Preface* (1864)

(Continued from Page 26)

our daily living, and deal with it enthusiastically and interestedly, the quicker will we rid our communities of their many existing eyesores.

"Prominent educators today unite in urging more creative art crafts in education. Certainly those who enjoy life most are those who do rather than merely look on." This quotation is from Pedro de Lemos, in the first of his series of books on *Creative Art Crafts*. He is the editor of the *School Arts Magazine* and director of Stanford University Museum of Fine Arts.

Pedro de Lemos in his three craft books deals with more crafts than any books heretofore have done. The beauty and practicability of these books lies in their photographic plates and diagrammatic instructions which are inspirational to all who have ever taken a craft course. Those who have not been so fortunate may begin by trying the simple crafts to gain confidence.

Book One includes paper crafts; to name but a few—there are new ideas on cut and torn paper work, paper textures, paper batik, finger painting, paper pottery and paper weaving. Its section on toy craft covers

toy projects, toys from other lands, paper animals fold-ups, scrap wood toys, tin can toys, cloth toy dolls, papier-mache toy animals and many others. Relief, craft is the third section of this book. Leather craft, gesso craft, linoleum carving, carving colored paraffin, glass etching, etc., are some of the crafts illustrated.

Book Two includes cardboard, wood craft, cloth and textiles, and metal craft. Such headings as house and village planning, paper pottery, stained glass window effects, wood decoration and chip carving, will give you a general idea of its scope.

Book Three deals with weaving, pottery, puppetry and jewelry. From its index page the following titles are taken: simple looms, simplified weaving, grass weaving, pottery and tile craft, animal and bird forms, plastic crafts, puppetry figures, shadow plays, nativity scenes, wigs and masks.

I suggest that you send for only one at a time as there will be a great demand and, too, you cannot make good use of more than one at a time. You will not rest until you own one, I am sure.

WHO DONE IT?

Mr. Herbert Morrison recently said he does not remember learning grammar at school, but he dimly recalls something called "parsing." This reminds me of two interesting articles in a controversy that has taken place between writers on opposite sides of the Atlantic—one in the organ of the Educational Institute of Scotland and the other in the organ of the Alberta Teachers' Association.

The Scottish article, in racy style, argued that formal grammar should be eliminated altogether from the curriculum. Grammatical laws bind and inhibit—why should not the pupil say "I done?" It is colloquial, expressive, forceful—and traditionally correct.

The reply from Alberta is overwhelming—the writer refutes the suggestion that there is an "inevitable conflict" between logic and psychology. He draws attention to the difference between a concept and a definition, and between form and substance; and winds up by pointing out that the Scottish article itself was from the point of view of grammar one of the "best-written pieces that have appeared in the magazine." The author of the article knows all about English grammar—and yet he proposes, says Alberta, to deny to our bright students the privilege of acquiring the knowledge which he so indubitably possesses. (See May issue of *The A.T.A. Magazine* for both articles.)

—*The Schoolmaster and Woman Teachers' Chronicle.*

Receives Honorary Degree

Alberta teachers congratulate James Fowler, a member of the Alberta Teachers' Association, who received a honorary degree of Doctor of Laws from the University of Alberta Convocation on October 22.

Born in Harwick, Scotland, on December 19, 1887, James Fowler attended public and high schools in that town and was a pupil teacher in Trinity Public School there from 1903 to 1905.

For five years, 1905 to 1910, he studied at the University of Edinburgh in the Faculties of Arts and Science. He graduated with the degrees of M.A. and B.Sc., was awarded first medals in Advanced Chemistry and Advanced Mathematics, and the Hope Prize Scholarships for laboratory work in Advanced Chemistry.

From 1906 to 1909, Dr. Fowler attended the Church of Scotland Teacher Training College in Edinburgh, graduating with a first class certificate. In his final year he was awarded the Currie Prize as outstanding student of the year.

Dr. Fowler's teaching and inspecting career has been long and varied. From 1910 to 1913 he was science teacher in Boroughmuir Higher Grade School in Edinburgh. In 1913 he came to Alberta, and for one year was science and mathematics instructor in the Provincial School of Agriculture at Olds, Alberta. In 1914, Dr. Fowler moved to Calgary and taught until 1916 in Crescent Heights High School. From 1916 to 1918, when he joined the R.A.F., Dr. Fowler was science instructor at the Provincial Institute of Technology and Art, Calgary.

After the war, Dr. Fowler inspect-

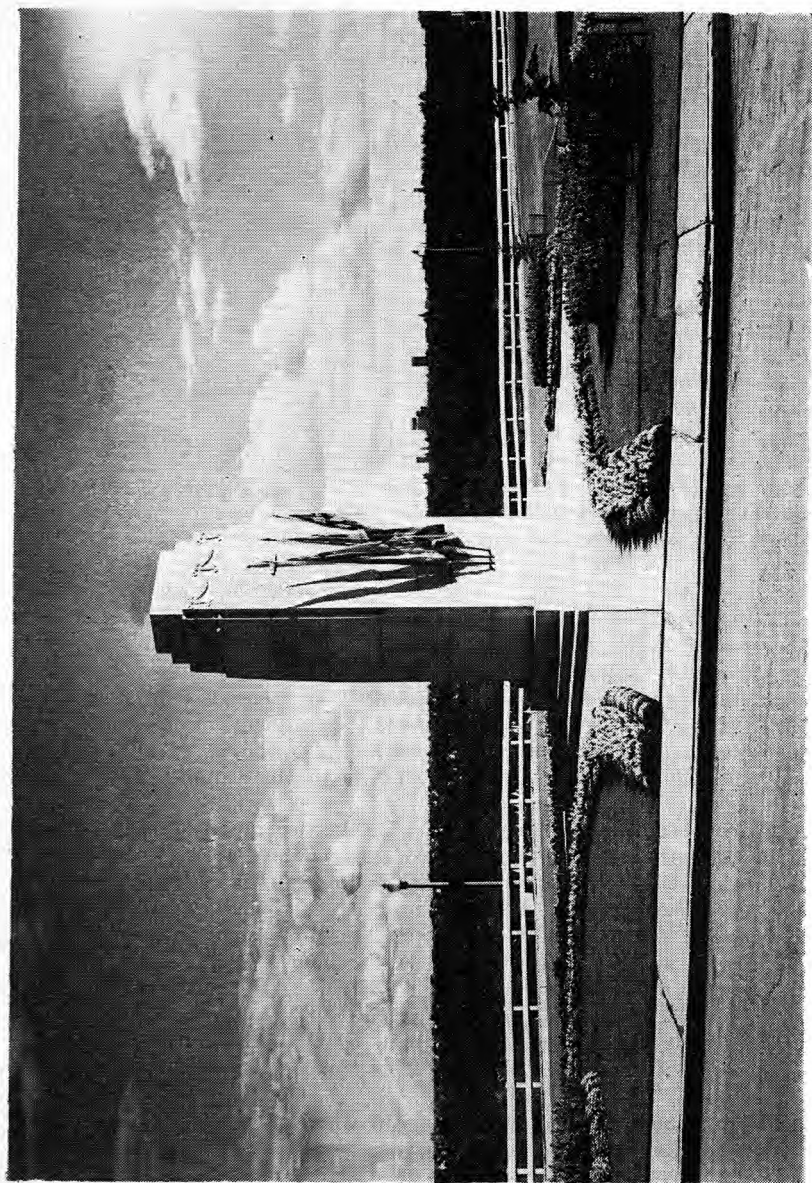


JAMES FOWLER

ed schools in Wainwright and Calgary until 1921. Since 1921 he has been a member of the staff of the Provincial Institute of Technology and Art; from 1921 to 1929 as head of the science department; from 1929 to 1941 as vice-principal; and since 1941, as principal. He is the sole remaining member of the original staff of the Institute.

Dr. Fowler taught botany, physics and chemistry at the Department of Education Summer School, Edmonton, in 1916 and again from 1919 to 1932. He was chairman of the Calgary Summer School from 1938 to 1940 and again from 1947 to 1948. From 1929 to 1949, he was chairman of the Revision Committee of High School Examination Papers.

Dr. Fowler is a member of the Civil Service Association of Alberta, of which he was first vice-president in 1927. In 1947-48, Dr. Fowler was president of the Calgary Rotary Club. He is a member of the Session of Knox United Church, Calgary.



That They May Not Be Forgotten

● **For how much longer can the Alberta government pretend to ignore the millions pouring into its coffers from oil alone—about 20 millions this year—while our schools are being starved.**

● **The meagre provincial grants for schools and the huge provincial income make a wonderful example of "Poverty in the Midst of Plenty."**

● **The Maginot Line tactics always back-fire, sooner or later, in business, in education, in war and in peace. Today, when there are great social changes taking place, a "do-nothing" policy in education is suicidal.**

● **In 1949 the Government of Alberta reduced its grants to schools in spite of an accumulated surplus of millions and millions of dollars.**

● **In some oil states 25% of the income from oil goes to schools, in addition to regular grants. Why doesn't the Alberta government share its unexpected good fortune with the boys and girls—the greatest asset Alberta has?**

● **Dr. George E. Selke, chancellor of the University of Montana said that some of the groups at our conventions were as fine as anything he had ever seen—good enough to appear before the National Education Association as a demonstration of workshop techniques.**

● **All of our visiting speakers approve of our system of conventions, with teachers, superintendents, and representatives of the Department of Education, the Faculty of Education, and the Alberta Teachers' Association working together on common problems.**

● **Teachers, principals, and superintendents should emphasize "we" and "our" rather than "I" and "mine" in speaking of schools.**

● **Children as well as adults learn**

by their mistakes. Teachers also can learn by their mistakes.

● **Should superintendents' reports be discontinued? Are they serving any useful purpose? Do they make both teacher and superintendent "wary?" Do they keep superintendents and teachers apart when they should be working cooperatively? Are they of any use to anybody?**

● **All this talk of five hours' work for 200 days a year is hurting our schools. Every teacher knows that he never has enough time to do all the things that should be done for the boys and girls in his class and in the school.**

● **Superintendents are underpaid, as well as teachers. Most school boards admit it. Why shouldn't divisional boards supplement the inadequate salaries of superintendents by making grants of say \$1200 a year to beginning superintendents and increasing it each year to a maximum of at least \$2400 a year.**

● **A teacher who doesn't like children should get out of school work. So should a superintendent, or a trustee.**

● **Everything that is good for children is good for the schools. Able and well-trained teachers are good for children, but they cost money. So, many children have to do without, in a province that is wealthy.**

● **In Alberta schools, we talk about democracy but we don't practice it, much, in student government, in staff relationships, in curriculum making, in teacher responsibilities, in school regulations.**

● **If Alberta had the same proportion of its people in university as Montana, our university enrollment would total 12,000. This would mean 5,000 students at Edmonton, 5,000 at Calgary, and 2,000 in junior colleges.**

Analysis of Divisional Salary Schedules

giving total salaries for teachers with one degree, and in the case of Position Schedules, teaching high school in Alberta

	Acadia	Athabasca	Barrhead	Berry Creek	Bonnyville	Bow Valley	Calgary	Camrose
1st Year	2300	2350	2300	2300	2350	2200	2200	2400
2nd "	2400	2450	2400	2400	2450	2300	2325	2500
3rd "	2500	2550	2500	2500	2550	2400	2450	2600
4th "	2600	2650	2600	2600	2650	2500	2575	2700
5th "	2700	2750	2700	2700	2750	2600	2700	2800
6th "	2800	2850	2800	2800	2850	2700	2825	2900
6-Year Total	15300	15600	15300	15300	15600	14700	15075	15900
7th Year	2950	2900	2900	2900	2950	2800	2950	3000
8th "	3000	3050	3000	3000	3000	2900	3075	3100*
9th "	3100	3150*	3100*	3100	3050*	3000	3200*	3100
10th "	3200*	3150	3100	3200*	3050	3100	3200	3100
11th "	3200	3150	3100	3200	3050	3200	3200	3100
12th "	3200	3150	3100	3200	3050	3200	3200	3100
12-Year Total	33900	34200	33600	33900	33750	33000	33900	34400
				Cost-of-living bonus, \$50 per year	Absent 5 or more years, no increments for P.E.		Married teachers with dependents, \$100 per year	

	Castor	Clover Bar	Coal Branch	Drumheller	East Smoky	Edson	E.I.D.	Fairview
1st Year	2400	2425	2650	2100	2250	2200	2350	2400
2nd "	2500	2515	2750	2200	2350	2300	2450	2500
3rd "	2600	2605	2850	2300	2450	2400	2550	2600
4th "	2700	2695	2950	2400	2550	2500	2650	2700
5th "	2800	2785	3050	2500	2650	2600	2750	2800
6th "	2900	2875	3150	2600	2750	2700	2850	2900
6-Year Total	15900	15900	17400	14100	15000	14700	15600	15900
7th Year	3000	2965	3250	2700	2850*	2800	2950	3000
8th "	3100	3055	3350	2800*	2850	2900	3050	3100
9th "	3200	3145	3450*	2800	2850	3000*	3150	3200*
10th "	3300*	3235	3500	2800	2850	3000	3250	3200
11th "	3300	3325*	3450	2800	2850	3000	3350	3200
12th "	3300	3325	3450	2800	2850	3000	3450	3200
12-Year Total	35100	34950	37800	30800	32100	32400	34800	34800
							13th 3525*	

	Foothills	Foremost	Gr. Prairie	High Prairie	Holden	Killam	Lac La Biche	Lacombe
1st Year	2500	2100	2250	2400	2250	2400	2300	2400
2nd "	2600	2200	2300	2500	2340	2500	2400	2500
3rd "	2700	2300	2450	2600	2430	2600	2500	2600
4th "	2800	2400	2550	2700	2520	2700	2600	2700
5th "	2900	2500	2650	2800	2610	2800	2700	2800
6th "	3000	2600	2750	2900	2700	2900	2800	2900
6-Year Total	16500	14100	15000	15900	14850	15900	15300	15900
7th Year	3100	2700	2850	3000	2790	3000	2900	3000
8th "	3200	2800	2950	3100	2880	3100	3000	3100
9th "	3300*	2900	3050*	3200*	2970	3200	3050*	3200
10th "	3300	3000	3050	3200	3060	3300	3050	3300*
11th "	3300	3100	3050	3200	3150*	3400*	3050	3300
12th "	3300	3150*	3050	3200	3150	3400	3050	3300
12-Year Total	36000	31750	33000	34800	32850	35300	33400	35100
		Absent during last 7 years, no increments for P.E., except for service in Armed Forces	I.C. (Max-2550), L.A. (Max-2450) Schedule not settled for 1949-50	L.A. (Max-2600), Ab-sent 5 or more years, no increments for P.E.	Absent 5 or more years, without S.S. course - 1/2 of increments for P.E.	Married teachers with dependents, \$50 per year		Married teachers with dependents, \$50 per year

	Lac Ste. Anne	Lamont	Lethbridge	Macleod	Medicine Hat	Neutral Hills	Olds	Peace River
1st Year	2300	2400	2200	2500	2300	2300	2200	2400
2nd "	2400	2500	2300	2600	2400	2400	2300	2500
3rd "	2500	2600	2400	2700	2500	2500	2400	2600
4th "	2600	2700	2500	2800	2600	2600	2500	2700
5th "	2700	2800	2600	2900	2700	2700	2600	2800
6th "	2800	2900	2700	3000	2800	2800	2700	2900
6-Year Total	15300	15900	14700	16500	15300	15300	14700	15900
7th Year	2900	3000	2800	3100	2900	2900	2800	3000
8th "	3000	3100	2900	3200*	3000	3000	2900	3100*
9th "	3100*	3200	3000	3200	3100*	3100	3000	3100
10th "	3100	3300	3100	3200	3100	3200	3100	3100
11th "	3100	3400*	3200	3200	3100	3300*	3200*	3100
12th "	3100	3400	3300*	3200	3100	3300	3200	3100
12-Year Total	33600	35300	33000	35600	33600	34100	32900	34400
			P.E. outside of Alberta but within British Empire, maximum 4 years					

	Pincher Creek	Ponoka	Provost	Red Deer	Red Deer Comp. H.S.	Red Deer Vlv.	Rocky Mt.	Smoky Lake	Spirit River
1st Year	2200	2400	2000	2000	2200	2300	2400	2300	2400
2nd "	2300	2500	2100	2100	2300	2400	2500	2390	2500
3rd "	2400	2600	2200	2200	2400	2500	2600	2480	2600
4th "	2500	2700	2300	2300	2500	2600	2700	2570	2700
5th "	2600	2800	2400	2400	2600	2700	2800	2660	2800
6th "	2700	2900	2500	2500	2700	2800	2900	2750	2900
6-Year Total	14700	15900	13500	13500	14700	15300	15900	15150	15900
7th Year	2800	3000	2600	2600	2800	2900	3000	2840	3000
8th "	2900	3100	2700	2700*	2900	3000	3150*	2930	3100
9th "	3000	3200	2800	2700	3000	3100*	3150	3020	3200
10th "	3100	3300*	2900*	2700	3100	3100	3150	3110	3300*
11th "	3200	3300	2900	2700	3200	3100	3150	3200*	3300
12th "	3300*	3300	2900	2700	3300*	3100	3150	3300	3300
12-Year Total	33000	35100	30300	29600	33000	33600	34650	33450	35100
		I.C. (Max-2800). Married teachers with dependents, \$100 per year	L.A. (Max-2300). Schedule not settled for 1949-50					I.C. (Max-2570)	L.A., I.C. (Max-2700). Absent 5 or more years, no increments for P.E.

	Stettler	St. Mary's R.	Stony Plain	St. Paul	Strawberry	Sturgeon	Sullivan Lake	Taber
1st Year	2300	2200	2340	2250	2350	2450	2450	2175
2nd "	2400	2300	2440	2350	2450	2550	2550	2375
3rd "	2500	2400	2540	2450	2550	2650	2650	2475
4th "	2600	2500	2640	2550	2650	2750	2750	2575
5th "	2700	2600	2740	2650	2750	2850	2850	2675
6th "	2800	2700	2840	2750	2850	2950	2950	2775
6-Year Total	15960	14700	15540	15000	15600	16200	16200	15050
7th Year	3110*	2800	2940	2850	2950	3050	3050	2875
8th "	3110	2900	3040	2950	3050	3150	3150	2975
9th "	3110	3000	3140*	3050*	3100*	3250	3250*	3075
10th "	3110	3100	3140	3050	3100	3350	3250	3175
11th "	3110	3200	3140	3050	3100	3450*	3250	3262 1/2*
12th "	3110	3300*	3140	3050	3100	3450	3250	3262 1/2
12-Year Total	34620	33000	34080	33000	34000	35900	35400	33675
	I.C., L.A. (Max-2750)	L.A. (1400). Absent 5 or more years, 50% of increments for P.E.	Absent 5 or more years, 50% of increments for P.E.	L.A. (1300-1600). Married teachers with dependents, \$50 per year Full increments for P.E. if not absent 5 or more years.	L.A. (Max-2450). Full increments for P.E. if not absent 5 or more years.	P.E. 75x5 Schedule not settled for 1949-50		

	Thorhild	Two Hills	Vegreville	Vermilion	Wainwright	Westlock	Wetaskiwin	Wheatland
1st Year	2100	2200	2500	2180	2400	2230	2400	2450
2nd "	2200	2300	2600	2290	2500	2330	2500	2550
3rd "	2300	2400	2700	2400	2600	2430	2600	2650
4th "	2400	2500	2800	2510	2700	2530	2700	2750
5th "	2500	2600	2900	2620	2800	2630	2800	2850
6th "	2600	2700	3000	2730	2900	2730	2900	2950
6-Year Total	14100	14700	16500	14730	15900	14880	3000	16200
7th Year	2700	2800	3100	2830	3000	2830	15900	3050
8th "	2800	2900	3200	2930	3100	2930	3100	3125
9th "	2850	3000	3300*	3030	3200	3030*	3200	3200
10th "	2900	3100*	3300	3105	3300*	3030	3300*	3275
11th "	2950	3100	3300	3180*	3300	3030	3300	3350*
12th "	3000	3100	3300	3180	3300	3030	3300	3350
12-Year Total	31300	32700	36000	32985	35100	32760	35100	35550
	13th—3050 14th—3100 15th—3150* L.A. (Less \$100, Min. 1500)			Married teachers \$100 per year	I.C. (Max- 1900) L.A. Max- 1800)			Married teachers with dependents \$100 per year

P.E.—Past Experience. N.B.: Where no reference is made to Past Experience, full allowance is given for Past Experience whether served in the Division or elsewhere.

I.C.—Interim Certificate.

L.A.—Letter of Authority.

Note—Special consideration is given by a number of the Divisions for schools with heavy enrolments, Grade IX, Summer School attendance, etc. Full particulars re the salary schedules may be obtained from the A.T.A. Office.

*—Maximum.

SCHEDULES WITH MAXIMUM OF \$3300 OR OVER

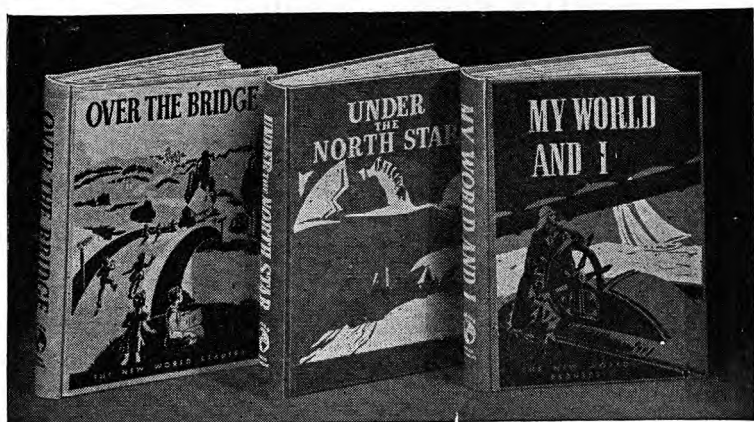
E.I.D.	\$3525	Lethbridge	\$3300
Coal Branch	3450	Neutral Hills	3300
Killam	3400	Pincher Creek	3300
Lamont	3400	Ponoka	3300
Wheatland	3350	Red Deer	3300
Clover Bar	3325	St. Mary's River	3300
Bow Valley	3300	Vegreville	3300
Castor	3300	Wainwright	3300
Foothills	3300	Wetaskiwin	3300
Lacombe	3300		

ORDER OF MERIT 6 YEARS

- 1.—Coal Branch
- 2.—Foothills
- "—Macleod
- "—Vegreville
- 5.—Sturgeon
- "—Sullivan Lake
- "—Wheatland
- 8.—Stettler
- 9.—Camrose
- "—Castor
- "—Clover Bar
- "—Fairview
- "—High Prairie
- "—Killam
- "—Lacombe
- "—Lamont
- "—Peace River
- "—Ponoka
- "—Rocky Mountain
- "—Spirit River
- "—Wainwright
- "—Wetaskiwin
- 23.—Athabasca
- "—Bonnyville
- "—E.I.D.
- "—Strawberry
- 27.—Stony Plain
- 28.—Acadia
- "—Barrhead
- "—Berry Creek
- "—Lac La Biche
- "—Lac Ste. Anne
- "—Medicine Hat
- "—Neutral Hills
- "—Red Deer Valley
- 36.—Smoky Lake
- 37.—Calgary
- 38.—Taber
- 39.—East Smoky
- "—Grande Prairie
- "—St. Paul
- 42.—Westlock
- 43.—Holden
- 44.—Vermilion
- 45.—Bow Valley
- "—Edson
- "—Lethbridge
- "—Olds
- "—Pincher Creek
- "—Red Deer
- "—St. Mary's River
- "—Two Hills
- 53.—Drumheller
- "—Foremost
- "—Thorhild
- 56.—Provost
- "—Red Deer

ORDER OF MERIT 12 YEARS

- 1.—Coal Branch
- 2.—Foothills
- "—Vegreville
- 4.—Sturgeon
- 5.—Macleod
- 6.—Wheatland
- 7.—Sullivan Lake
- 8.—Killam
- "—Lamont
- 10.—Castor
- "—Lacombe
- "—Ponoka
- "—Spirit River
- "—Wainwright
- "—Wetaskiwin
- 16.—Clover Bar
- 17.—E.I.D.
- "—Fairview
- "—High Prairie
- 20.—Rocky Mountain
- 21.—Stettler
- 22.—Camrose
- "—Peace River
- 24.—Athabasca
- 25.—Neutral Hills
- 26.—Stony Plain
- 27.—Strawberry
- 28.—Acadia
- "—Berry Creek
- "—Calgary
- 31.—Bonnyville
- 32.—Taber
- 33.—Barrhead
- "—Lac Ste. Anne
- "—Medicine Hat
- "—Red Deer Valley
- 37.—Smoky Lake
- 38.—Lac La Biche
- 39.—Bow Valley
- "—Grande Prairie
- "—Lethbridge
- "—Pincher Creek
- "—Red Deer
- "—St. Mary's River
- "—St. Paul
- 46.—Vermilion
- 47.—Olds
- 48.—Holden
- 49.—Westlock
- 50.—Two Hills
- 51.—Edson
- 52.—East Smoky
- 53.—Foremost
- 54.—Thorhild
- 55.—Drumheller
- 56.—Provost
- 57.—Red Deer



The New World Readers

Over the Bridge

Grade IV, 416 pages, illustrated ----- \$1.60
 Pupil's Workbook ----- .50; Teacher's Handbook ----- \$1.75

Edited by Margaret A. Robinson and Maud Blanchard Tomey. Includes the work of 19 Canadian authors, as varied as Orlo Miller, Sir Charles G. D. Roberts, Viola J. Pratt, John Murray Gibbon and Bliss Carman; the work of some of the most famous British writers; seven plays and eleven selections specially marked for choral reading.

Under the North Star

Grade V, 445 pages, illustrated ----- \$1.70
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Edited by Clare B. Routley, Grace Morgan, Miriam Norton, and Eleanor Boyce. Includes the work of 21 Canadian authors and many famous British and American writers; six plays, eight selections for choral reading, sections on story-book land, animals, far-off lands, heroes and adventures, the out-of-doors, the land we love.

My World and I

Grade VI, 449 pages, illustrated ----- \$1.75
 Pupil's Workbook ----- .50; Teacher's Handbook. IN PREPARATION

Edited by G. H. Dobrindt, F. J. Gathercole, Miriam Norton and Eleanor Boyce. Includes the work of 27 Canadian authors as varied as Ernest Thompson Seton, Thomas D'Arcy McGee, Peter McArthur, and Stephen Leacock; also Lawrence Housman, Christopher Morley, Sir Henry Newbolt, Rose Fyleman, Henry Van Dyke, and other famous British and American authors; radio programmes, plays, selections for choral reading, a puppet play.

All three books are strongly and handsomely bound. The illustrations add greatly to the value of the selections.

THE RYERSON PRESS
 THE MACMILLAN COMPANY OF CANADA

Convocation, October 1949

University of Alberta

Students in the Faculty of Education, listed below, were granted the following degrees and diplomas at the University of Alberta Convocation held in Edmonton October 22. The students were presented to convocation by Dr. M. E. LaZerte, Dean, Faculty of Education, with the exception of those receiving the degree of Master of Education. The latter were presented by Dr. John Macdonald, Director of the School of Graduate Studies. Degrees were conferred by Dr. G. F. McNally, Chancellor of the University.

THE PRIZE OF THE BOARD OF GOVERNORS OF THE UNIVERSITY IN FIRST YEAR EDUCATION

Margaret J. Scott, Barrhead

THE UNIVERSITY SCHOLARSHIPS IN EDUCATION

Mae Empey, Edmonton
Barbara Frances Millett, Blairmore
Margaret J. Scott, Barrhead

THE JOHN WALKER BARNETT MEMORIAL SCHOLARSHIP

Henry Thomassen, Calgary

THE EDMONTON JEWISH FEDERATION SCHOLARSHIP IN EDUCATION

Elinor Kathryn Stolee, Edmonton

THE FIRST YEAR PRIZE OF THE EDUCATION SOCIETY OF EDMONTON

Jean C. Noy, Calgary

THE EDUCATION BOOK PRIZE

Howard Barham Singleton, Edmonton

FIRST CLASS STANDING

Fourth Year:

Margaret Annie Smith, Edmonton
Walter Robert Stewart, Edmonton

Second Year:

Lucien Loel Ouellette, Edmonton
Walter Holmes Worth, Edmonton

First Year:

May Empey, Edmonton
Jean C. Noy, Calgary
Margaret J. Scott, Barrhead

Junior Elementary and Intermediate:

Sophie G. Haan, Lacombe
Sophie Anne Schab, Red Deer
Ruth E. Voegtlin, Anderson
Kathleen E. Finch, Mirror

JUNIOR DIPLOMA OF THE FACULTY OF EDUCATION

Elementary and Intermediate Schools

Judy Hideko Aoki
Muriel Elizabeth Barber
Florence Evelyn Bardell
Ella Marianna Bellak
Jean Taylor Black
Dorothy Bowden
Marion Tena Anne Brown
Betty Ethel Caldwell
Jean Downie Dey
Margaret Elizabeth Dunlop

Inez Kathleen Eyres
Margaret Isabel Forbes
Ada Jean Fraser
Kathleen Killian Frayne
Ruth Amelia Grue
Elizabeth Carol Hart
Genevieve Mary Irvine
Jessie Johnson
Viola Ruth Kellner
Margaret Kathleen Elizabeth MacDonald
Marion Smith MacKay
Gwen Mary Amanda Morrison
Lilac Elizabeth Nord
Annie Chapman Roberts
Eleanor Ross
Freda Sautter
Dorothy Shantz
Frieda Staal
Sr. Dorilla Simard
Sr. Irene Agnes Faye
Sr. Marie Joseph-Hector
Sr. Mary Darina
Sr. Zenaide Maria
Lucille Alma Touchette
Hazel Esther Walker
Stanley Harris Churchill
William Grasiuk
Metro Tom Predy

High Schools

Treva Virginia Abell, B.Sc., (House Ec.)
Myrtle Rose Ansley
Muriel Adeline Caldwell
Mary Allardyce Cross
Ethel Jane Dodd
Louise Charlotte Eriksson
Velma Lucille Gooch
Sophie Elane Gorday
Jean Irene Goulding
Alice Theresa Halbert
Margaret Martha Harrold
Sidney Christine Heleksson
Dorothy Heumann
Inanda Johanna Hoyme, B.A.
Lila Sylvia Hurnanen
Ellen Alberta Laws
Gretta Marlatt
Eleanor Evelyn McDonald
Williamina Dorothy MacDonald, B.A.
Carrie McIntosh
Martha Grace Melvin
Violet Jane Ivison Mitchell
Justine Anne Murray
Elsie Parton
Freda Quinton
Gladys Aileen Rabjohn, B.A.
Ruth Esther Randall
Edith Muriel Ritchie
Nellie Romanchuk
Cecilia Mary Salansky
Lou Ella Staal
Sister Agnes Delores
Sister Cecilia Marie
Sister Helen of Jesus

Sister Henri Marie
 Sister M. Alfred of the Cross
 Sister Marie Philippe
 Sister Marie Therese Hague
 Sister M. Irene Fitzgerald
 Sister Mary of St. Patricia of the Sacred Heart

Elva Leonora Georgena Tufts
 Beth Alberta Watson, B.A.
 Lyle Benjamin Adams
 Howard Grant Ambury
 Milton Carson Anderson
 Peter Joseph Baker, B.Sc.
 Everett Clayton Baldwin, B.A.
 Joseph Frank Berlando
 Kenneth Wilbert Bride
 Henry Charles Brooks
 James Edward Campbell
 Robert Stanley Chapman
 John Harry Chepeha
 Nick Chepeha
 Robert William Dunn, B.Sc.
 Frederick Enns
 George Ewanchuk
 Alexander William Gordy
 James Thom Gordon, B.A.
 Mike Gudzwat
 Peter Iwaszuk
 Grant Orton Johnson
 Roy Victor Little
 Joseph Neil McCallum
 William McDonald MacLauchlan
 Stanley George Mallett
 Swerre Malmo
 Nicholas A. Melnyk
 George Meronyk
 John Ernest Milner
 Nicholas Myskiw, B.Sc.
 William Joe Necyk
 Luther Stanley Olson
 Maurice William Pearce, B.A.
 David Craddock Pickard
 Thomas James Reid
 Samuel Richards
 William Andrew Sakowsky
 Alec Saruk
 Frederick John Charles Seymour
 John E. Shubert
 Andrew Skuba
 Steve Skuba
 Horace Walden Smith
 Peter B. Stolee
 William Tchir
 Colin Turner
 Theodore Albert Tetreau
 Nick Wengrenluk

SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

Edith Berger
 Marilyn Alice Casey
 Ethel May Fildes
 Gladys Elena Griffin-Beale
 Durene Snow
 Irene Cathleen Spady, B.A.
 Mary Louise Stoltz
 Sister Anne (Yvonne Toucanne), B.Sc.
 Amelia Juliette Werbisky
 Alan David Avery, B.A.
 Michael Bilawey
 Ivan Conlen Birdsell
 Harold Haltrup Christensen
 Albert Ciz
 Thomas M. Dick, B.A.
 Eric Griffith Hale, B.A.
 Philip James Husby, B.A.
 Edward Wilson Kemp
 Stanley Frank Kemsley, B.A.
 John Jacob Kokotailo, B.A.
 Lyonel Wesley Kruger, B.A.
 Alec J. Kurylo
 Joseph William Lencucha, B.Sc.
 Douglas Burgess Lord
 Ross Frederick McCormick, B.Sc.
 Alexander Farquhar McCrimmon, B.Sc.

William Naciuk
 Felix Edward Gerard Otterson, B.A.
 Thomas Neale Roche, B.A.
 Morrison Finley Smeltzer, B.A., B.Ed.
 Ernest Alfred Smith
 Harry Malvin Uniati
 Francis Patrick Van Tighem, B.Sc.
 Robert Charles Willis
 Walter Ernest Winter, B.A.

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION

With First Class General Standing
 Lois Ruth Godwin

Doris Attwood, B.Sc.
 Eden Jessie Corlett
 Anna Louise Larson
 Margaret Anna Meiklejohn, B.A.
 Dorothy Helen Musterer
 Mildred Susan Rosenberger
 Marjorie Robertson Russell, B.A.
 Margaret Annie Smith, B.A.
 Alice Stephenson, B.A.
 Sister Mary Edith, B.A.
 Sister Mary Lucille Bonnie
 Sister Mary Priscilla, B.A.
 Rosemary Florence Tait
 Herbert Harold Allan
 Charles Anthony Bailey
 Clarence Christopher Barry
 Fred Peter Begoray
 Nicholas Michael Bodnar
 Reginald Beatty Burnard, B.A.
 Harry Wylie Dewar
 David Grant Embree, B.A.
 John Ronald Wilson Forsyth, B.A.
 William Henkel
 John Peter Krulak
 Stanley Alfred Leavitt
 Maynard William McCune
 Rudolph Steve Melnychuk, B.Sc.
 Guy Winfred Potry
 Bernard Benjamin Russell
 William Shewchuk
 Thomas Aaron Siddall, B.A.
 Walter Robert Stewart, B.A.
 Franklin John Storey
 Harrison Lynn Wiltse

ADMITTED TO THE DEGREE OF BACHELOR OF EDUCATION AND GRANTED THE SENIOR DIPLOMA OF THE FACULTY OF EDUCATION

With first class general standing

Stanley Gordon Deane, B.Sc., (A)
 Nathaniel Arthur McNair Knowles

Jean Margaret Anderson, B.A.
 Daisy Irene Bowhay
 Hilda Winnifred Gillis, B.A., B.Paed.
 Doris Catherine Haynes, B.A.
 Edith Louise Huston
 Jeanne Marie Jakey
 Barbara Mary Leard
 Mary Mack
 Doris Mae Mealing
 Mary Irene Slemko
 Sr. Irene Ida Hochstein
 Sr. Mary Baptista
 Jessie Helen Louise Wetmore, M.A.
 Marion Elva Wood
 Ted Tetsuo Aoki, B.Comm.
 Albert Leonard Arlendsen
 Martin Berezanski
 William Bodnaruk
 Watcill Byron Bolick
 Arthur Kitchener Brimacombe, B.Sc.
 Donald Edward Brown
 James McNish Chalmers, B.Sc.
 Peter Chitrenky
 Edward Lorne Clapperton
 Malcolm Douglas Clarke
 George Rienzi Conquest, B.Sc.

Shirley Ira Dineen, B.A.
 John Howard Doney
 Clifford Ryerson Driver
 Gordon Henry Duckworth
 Henry John Earle
 Kenneth Edmund Glen, B.Sc.
 William James Gordon
 Wallace Harper
 Norman Gregory Hewitt
 Patrick William Raynes Holt
 Nick L. Hrynyk
 Robert Edward Hutcheon
 Maurice Roger Jegard, B.Sc.
 Wilfrid Richard Johnson
 Robert Stuart Johnston, B.D., M.A.
 Peter Stanley Kozdrowski
 Volodymyr Kupchenko, B.A.
 Fred Kurylo
 John Arthur Love
 Clarence Anthony McKinnon
 James Fraser MacMillan, B.A.
 Ivan Burdette Mallett
 Kenneth Burne Micklejohn, B.A.
 Orval Clifton Mix
 Ray Charles Gilbert Ohlsen
 James Hamilton Parks, B.Sc.(Ag.)
 Frederick George Pemberton
 Stephen Benjamin Peta
 Herbert Thomas Pritchard
 Albert Richard Riep
 Bernard John Mackney Roe
 John Stanley Sandercock, B.A.
 John Thomas Shaw
 Anthony Sheramata
 Simon Daniel Simonson, B.Sc.
 Paul Herman Steele, B.A.
 Donald Keith Stewart, B.A.
 Lloyd Allan Strandberg
 Harvey Andrew Stuve, B.Sc.
 Daniel Wilfred Sullivan
 Orlough Paul Thomas, B.Sc.
 Wilfred Norman Thomas
 George Allan Tomlin
 Michael Ukrainetz

Philip John Wacowich
 James Lawrence Way
 Grant Leonard Wheeler
 Abraham Martin Willms, B.A.
 John Woloshyn
 Leonard Rice Workman
 Walter Holmes Worth

**ADMITTED TO THE DEGREE OF
 BACHELOR OF EDUCATION IN
 INDUSTRIAL ARTS**

Lionel William Barber
 Charles Mason Dynes
 Clarence Edwin Mellom
 Lawrence Ralph Mellom
 Joseph Anthony Noviski

**ADMITTED TO THE DEGREE OF
 BACHELOR OF EDUCATION IN
 INDUSTRIAL ARTS
 AND SENIOR DIPLOMA OF THE
 FACULTY OF EDUCATION**

Osborne Vaughan Jones
 Gordon Albert Sanders

**ADMITTED TO THE DEGREE OF
 MASTER OF EDUCATION**

John Constantine Charyk, B.Sc., B.Ed.
 John Ernest Duchak, B.Ed.
 Ernest Daniel Hodgson, B.Ed.
 William Kostash, B.Comm., B.Ed.
 Frank Loewen, B.Ed.
 Leonard Doyal Nelson, B.Ed.
 Morris James Paulson, B.Ed.
 Edwin Albert Read, B.Ed.
 Carl Safran, B.Ed.
 David Smith, B.A., B.Ed.
 Franklin Hyrum Smith, B.Ed.
 Alethea Mae Stewart, B.Ed.
 Lloyd Bernhard Urdal, B.Ed.

There is no more useful or unselfish work carried on by a representative group, or organization, than that of a board of school trustees. Their sole aim is the public good. They are responsible, under the provisions of the Public Schools Act, for the appointment of principals and teachers, and for providing conditions under which effective work may be done in the school. Their activities relate to a field where efficiency means much to our future welfare.

Providing the means of education is a debt that each generation owes to its young people. Our schools help to determine the character and quality of the next generation, therefore school trusteeship should make a strong appeal to every patriotic, devoted, and intelligent citizen. If the schools of all the districts in the Province of Ontario could reach the high standard now found in certain districts, then in the year 1949 a great advance in education would be made.

—*Canadian School Journal.*



Official Bulletin, Department of Education

Phonetics in French

Teachers of French are reminded that the systematic study of phonetic symbols is prescribed. Students should not be content with studying phonetics as described on pages 1-16 of the Roux text, but should connect the symbol with its appropriate sound whenever it is encountered in the vocabulary or elsewhere in the lessons.

In French I the reading text is *Contes Dramatiques* by Hills and Don-do. At least 12 selections in this text should be read.

Audio-Visual Notes

Notes to Users, an information sheet distributed three or four times a year from the Audio-Visual Aids Branch, contains information on where to obtain pictures and wall charts and other information besides that on films and filmstrips. Kindly write if your school wishes to be placed on the mailing list for this school year for *Notes to Users*. Schools receiving service in films or filmstrips will already be on the mailing list.

Following are the titles of some of the recent films added to the Audio-Visual Aids Branch library:

Three Fox Fables, T-629, pr je ue. sh.

Courtesy Comes to Town, T-626 jh sh.

Safety To and From School, T-625 pr je ue

You and Your Family, T-627, jh sh.

Nature of Sound, T-624, sh.

Yehudi Menuhin—Gypsy Airs, T-622, jh sh.

We Plan Together (Core Curriculum), T-623, Educational Study.

A Mile Below the Wheat (Leduc Oil Fields), T-621, jh sh.

Your Family, T-620, Educational Study and pr je ue.

Animals Growing Up, T-619, pr je. Rikki, *The Baby Monkey*, T-617, pr je.

The Loon's Necklace, T-616, sh.

Great Lakes (Geological), T-615, sh.

Sculpture of Land by Rivers, T-614, jh sh.

Are You Popular, T-618, jh sh.

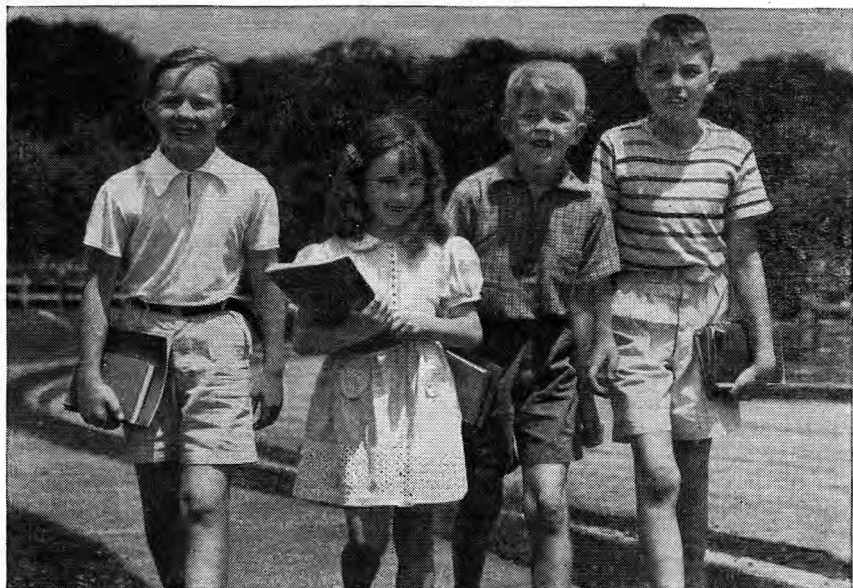
Newfoundland, Atlantic Province, T-628, jh sh.

Opening of Parliament, T-607, jh sh.

How to Use Films and Filmstrips: An Audio-Visual Handbook is now printed and ready for distribution to schools. It is a booklet of 31 pages which has been prepared to supply the knowledge essential for making use of films and filmstrips successfully in the classroom. It deals with all aspects of service from the Audio-Visual Aids Branch, with using projected materials in the classroom, with physical conditions such as darkening the room and poor sound in the projector, and with other items of information. The whole book should be studied thoroughly by every teacher who is making use of visual aids in Alberta.

School Broadcasts

This year the enrolment in school broadcasts has been much heavier than in previous years. Teachers using the programs are urged to send in as promptly as possible the yellow registration sheet enclosed in the fall guide. This will ensure their receiving the spring edition of the guide. Only one registration per year is necessary.



Help
them to
better
dental
health

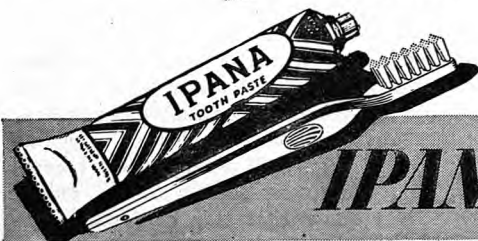
● Don't let neglect spoil their bright smiles! Instruct your boys and girls in better dental health habits! A noted dental authority reveals that a shocking number of tooth defects goes untreated in Canada. This shows the great need for effective programmes in *every* classroom.

Your influence with boys and girls gives you an excellent chance to impress upon them the importance of regular visits to the dentist, proper tooth brushing and gum massage, and a balanced diet.

To aid you in your task, Ipana has created a 5-Way Plan for Dental Health.

Sounder teeth and healthier, firmer gums—better dental health for every pupil—that is the goal of every modern-minded teacher. Let Ipana's Plan help you to achieve it!

Fill out and mail the coupon for free material on opposite page. Thousands of teachers are finding Ipana's 5-Way Plan an effective aid in teaching elements of modern dental care.

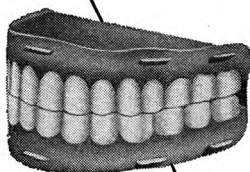
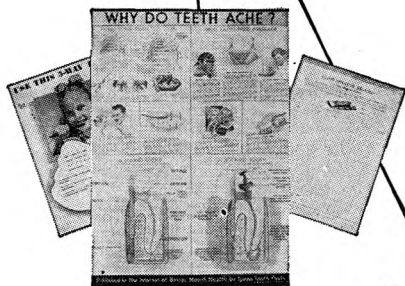


Product of Bristol-Myers—Made in Canada

IPANA tooth paste

FREE

Send today for Ipana's 5-Way Plan for a successful Dental Health Programme, including Giant Certificate Award for class qualification and Certificate Awards for individual pupils.



1. Teacher's Manual, "Use this 5-Way Plan for Dental Health".
2. Coloured wall chart entitled "Why do teeth ache?"
3. 10-point Daily Care Score Sheet (holds records for 20 children).

4. Giant Certificate awarded when entire class qualifies, plus individual Certificates for pupils who qualify under plan requirements.

5. Toothbrushing model —larger-than-life-size cardboard model of a set of teeth. For dental care demonstrations.

FILL IN THIS COUPON COMPLETELY—AND MAIL IT NOW!

Bristol-Myers Company of Canada Limited,
Educational Dept. C09 3035 St. Antoine Street, Montreal 30, Que.

Please send me Ipana's 5-Way Plan for Dental Health which includes:

- Wall Chart
- Model of Teeth
- Daily Care Score Sheets
- Teacher's Folder
- Dental Certificates

Teacher's Name (Mr., Mrs., Miss).....

Name of School.....

School Address.....

City..... Province.....

Grade Taught..... Class Enrollment.....

Proposed Courses for the 1950 Summer Session

A list is herewith furnished of courses which are proposed for the 1950 Summer Session. This offering is subject to adequate registration being secured.

Registration may commence at once. Those who register will immediately receive a mimeographed statement of textbook, suggested readings, and a description of the scope and nature of the course. The Summer Session Announcement should be available for distribution by January 1.

It is to be noted that two courses—Education 322 (522), Psychology and Supervision of Reading, and Education 328 (528), Psychology and Supervision of Arithmetic—are especially designed for superintendents, administrators and principals, and have limits placed upon the number of registrations to be accepted.

Faculty of Arts and Science

- Accounting 1
- Art 51—Art History and Appreciation
- Chemistry 1 or A
- Chemistry 40—Inorganic Chemistry
- Classics 50—Classics in English (Greek)
- Early Civilization 55
- Drama 44 (Education 136)
- English 2—English Poetry and Prose:
Chaucer to Tennyson
- English 52—A History of English Fiction
- English 59—Currents of Thought in
Victorian Prose Literature
- English 63—The Literature of the
Eighteenth Century
- French 1 or A
- French 2
- French 40
- French 64—Seventeenth Century
- German 1 or A
- History 5—European History
- History 59—History of the Canadian
West
- Latin 1 or A—Beginners' Latin

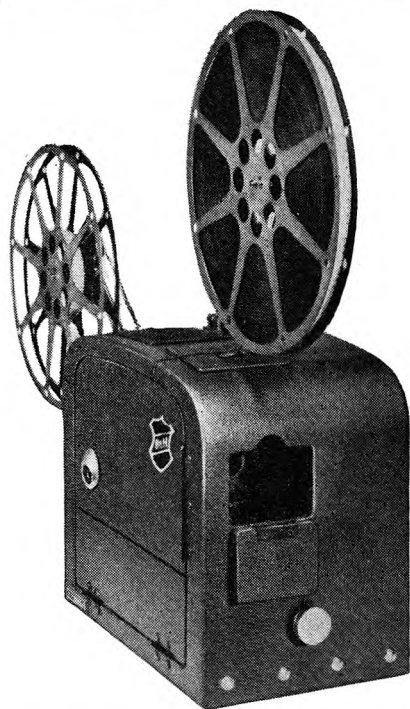
- Latin 2—Second year Latin—Authors and
Prose Composition
- Mathematics 1 or A
- Mathematics 40—Calculus and Plane
Analytical Geometry
- Mathematics 42—Statistics
- Mathematics 53—Astronomy
- Mathematics 61—Foundations of Mathe-
matics
- Music 41 (Education 134)
- Music 51 (Education 234)
- Philosophy 51—History of Ideas
- Physical Education 144—Introduction to
Physical Education
- Physical Education 244—The Practice of
Physical Education
- *Physical Education 344—Organization
and Administration of Physical
Education
- Physics 1 or A
- Physics 40—Intermediate Physics
- Physics 50—The Development of Modern
Physics
- Political Economy 1—Principles of
Economics
- Political Economy—65—Labor Problems
- Psychology 51—General Psychology
- Zoology 1

Faculty of Education

- Education 114—School Libraries
- Education 124—Speech
- Education 132—Art—Principles of Design
and Composition
- Education 134—(Music 41)—Elementary
Choral Technique and General Musical
Knowledge
- Education 136—(Drama 44)—Fundamen-
tals of Acting
- Education 138—English
- Education 151-153—(Music, Ed. 151;
Art, Ed. 153)
- Education 154—Music
- Education 172—Child Psychology
- Education 208—Guidance
- Education 234—(Music 51)—Choral
Technique and Musical Criticism
- Education 236—(Elementary Stage
Direction)
- Education 248—Office Training
- Education 307—Guidance and Mental
Hygiene
- Education 311—Audio-Visual Aids
- Education 322 (522)—Psychology and
Supervision of Reading
- Education 328 (528)—Psychology and
Supervision of Arithmetic
- Education 360A—Division I
Division II
Division III—(Junior
High School)
- Rural Education

Continued on Page 46)

First in Visual Education



FILMOSOUND

(16mm Sound-Film Projector)

Brilliant 1000-watt illumination floods the screen with clear pictures, even in large rooms and auditoriums. Sound is natural and undistorted. Exclusive B&H features banish danger of film damage. Operation is safe, quiet, cool and dependable. See new features in latest models — now *guaranteed for life!*

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- RENTAL LIBRARY
- EDUCATIONAL FILMS

Write for catalogue of Sponsored Films.

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Write for details of preview-before purchase plan.

.....



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MONCTON • MONTREAL • TORONTO • WINNIPEG • VANCOUVER

Education 361—Administration
 Education 372—Child Psychology for
 Teachers of Opportunity Rooms
 Education 424—Diagnostic and Remedial
 Program
 Education 460—Mathematics; English;
 Household Economics; Science; So-
 cial Studies; Commercial
 Education 476—Educational Psychology
 Education 492—Philosophy of Education
 Education 566—The School Plant and
 Educational Finance
 Education 578—Tests and Measurements
 Education 594—History of Education
 Household Economics 11—Foods
 Household Economics 12—Textiles and
 Clothing
 Household Economics 45—Color and
 Design
 Household Economics 46—Advanced Clo-
 thing and Special Problems in House-

hold Economics

Faculty of Education, Calgary Branch, Industrial Arts—

Education 141A—Industrial Arts—
 Mechanical Drawing (First and second
 years)
 Education 142E—Industrial Arts—
 Farm and Home Mechanics
 Education 241A—Industrial Arts—
 Mechanical Drawing (First and second
 years)
 Education 242B—Industrial Arts—
 Woodwork
 Education 342C—Industrial Arts—
 Electricity
 Education 342D—Industrial Arts—
 Metal Work
 Education 342F—Industrial Arts—
 Automotive Mechanics 2

*See page 48.

CHANGE OF ADDRESS FORM

Those teachers who are changing schools, those teachers who are remaining in the same schools but are changing their post office address, and those teachers who are leaving the profession, are asked to fill in the change of address form as soon as they have the necessary information and send it to the Alberta Teachers' Association, Edmonton. Please help us in this matter. It is a legal requirement.*

NAME IN FULL.....

MAIDEN NAME (if married).....

DATE.....

HOME ADDRESS.....

ADDRESS during teaching year (1948-49).....

School District.....No.....

School Division.....

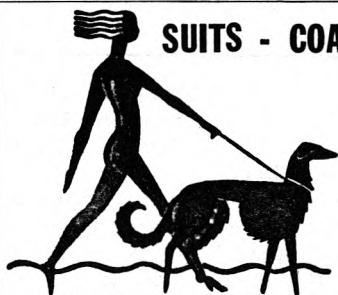
NEW ADDRESS (Teaching Year 1949-50).....

School District.....No.....

School Division.....

Salary..... Date engagement takes effect.....

*When a teacher enters upon any contract of engagement with the board of trustees of any school district in the Province of Alberta, he shall give notice forthwith in writing to the Secretary of the Association of the date of his proposed employment and the remuneration agreed upon, and in such case the board of trustees may employ the teacher unless and until the Association notifies him in writing that the teacher is not a member.—The Teaching Profession Act, 1935.



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School and Class Pins and Rings

Calgary

Edmonton

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it's good!*

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Calgary's Two Popular Priced Hotels

CONVENIENT . . . COMFORTABLE

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Carlton M4651

Letters

November 15, 1949

To Registrars and Principals,
Canadian Schools and Colleges.

The following reduced fare arrangements have been authorized by this Association for teachers and students of Canadian Schools and Colleges in connection with the Christmas and New Year holidays:

Territory:

Between all stations in Canada.

Conditions:

Tickets will be sold to teachers and pupils of Canadian Schools and Colleges, on surrender of Canadian Passenger Association Teachers' and Pupils' Vacation Certificate Form 18W.

Fares:

Normal one-way first class, intermediate class or coach class fare and one-half for round trip, minimum fare 30 cents.

Dates of Sale:

Tickets to be sold good going Thursday, December 1, 1949, to and including 12 o'clock noon Sunday, January 1, 1950.

Return Limit:

Valid for return to leave destination not later than midnight Wednesday, January 25, 1950.

Tickets will be good for continuous passage only.

NOTE: Your particular attention is called to the essential condition that Form 18W may be issued only to Principals, members of the teaching staff and pupils of the schools and colleges in Canada, for their personal use.

ROY H. POWERS,
Vice-Chairman.
Canadian Passenger Association,

12914-112 Avenue,
Edmonton, Alberta,
October 24, 1949.

To the Editor:

The Alberta Amateur Speed Skating Association is anxious to encourage the formation of speed skating clubs throughout Alberta. In order to do this trophies will be provided for Divisional Speed Skating Meets where there is assurance of reasonable competition.

Interest in speed skating in any Division or town might be awakened by a display of trained skaters from an organized club. Both the Calgary and the Edmonton Speed Skating Associations have agreed to help newcomers in every way possible. Those living near Calgary should get in touch with Mr. Jim Park, 1039-17 Avenue East, phone E4303; and those living in the Edmonton area can get help by contacting Mr. J. MacEachran, 11310-93 Street.

The undersigned will also be pleased to answer any questions that interested parties may care to ask.

Yours sincerely,

RAYMOND E. SHAUL.

October 28th, 1949.

To the Editor:

Here is an explanatory note regarding Physical Education 344 in which the teachers might be interested.

"This year Physical Education 344 will deal with Dance Fundamentals, covering European and American folk dances, the social dances, including the fox-trot, waltz, rumba and tango and elementary modern dances, techniques and composition. This course is designed especially to meet the needs of teachers."

Sincerely yours,

G. M. DUNLOP, Director,
Summer Session,
University of Alberta.

(Continued from Page 13)

ment, and ability to adjust to personal problems.

The superior teacher accepts responsibilities for helping to improve the service of other teachers and administrators. Traditionally, this was the job of the principal or supervisor. The present point of view, of course, is that professional growth comes from teachers working together on problems of common concern.

If a teacher or principal has lost zest of living and working, it is a

concern of the superior teacher to help him regain the desire for professional growth and development.

Do you rate with your principal? If you are doing a good job in each of the five areas indicated, you will rate high with him and he will so indicate when he talks with other individuals.

This high rating may or may not have a bearing on financial gains or promotions. Regardless of that outcome, a high rating will have an important bearing on the outcomes of education in your school.

ARE YOU INTERESTED IN LEARNING ABOUT LIFE IN OTHER COUNTRIES?

United Nations Association in Canada

The Overseas Correspondence Department of the United Nations Association in Canada arranges correspondence between Canadians and people of similar age and interests in other countries.

If you are 15 years of age and over you can write to: France, Belgium, Holland, Norway, Sweden, Denmark, Finland, Germany, Greece, Italy, Switzerland, Hungary, Britain, Austria, Australia, Japan, India, United States, South America, Indonesia, Malaya.

Eleven to fifteen years to Britain, Japan, Australia, Germany, France, United States.

No correspondence arranged under 11 years.

School boys and girls in Britain, United States and Australia are anxious to write to Canadians.

Young adults wanted especially for correspondence with the European countries.

Please send name, age, address, interests and countries desired (not more than three) to:

Mrs. R. T. Tanner,
Overseas Correspondence Department, United Nations
Association in Canada,
678 Huron Street, Toronto, Ontario.

Enclose a stamped addressed envelope for reply.

Who's Where

We are including in the magazine for the first time a list of names and addresses, which we felt might prove useful to teachers of Alberta and elsewhere.

University of Alberta

President—Robert Newton, Arts Bldg.,
University of Alberta, Edmonton

Registrar—G. B. Taylor, Arts Bldg., Uni-
versity of Alberta, Edmonton

Faculty of Education

Dean—M. E. LaZerte, Education Bldg.,
University of Alberta, Edmonton

Director, Calgary Branch—A. L. Doucette,
Calgary

Director, Summer Session—G. M. Dunlop,
Education Bldg., University of
Alberta, Edmonton

Department of Education

Minister—Ivan Casey, Legislative Bldgs.,
Edmonton

Deputy—W. H. Swift, Legislative Bldgs.,
Edmonton

Secretary—J. F. Swan, Legislative Bldgs.,
Edmonton

Registrar—D. M. Sullivan, Legislative
Bldgs., Edmonton

Chief Supt. of Schools—W. E. Frame,
Legislative Bldgs., Edmonton

Director of School Administration—
H. E. Balfour, Legislative Bldgs.,
Edmonton

Director of Curriculum—M. L. Watts,
Legislative Bldgs. Edmonton

High School Superintendents—

H. C. Sweet, Dept. of Education,
Terrace Bldg., Edmonton

R. Warren, 128 - 7 Ave. W., Calgary
A. W. Reeves, 9826 - 72 Ave.,
Edmonton

C. B. Johnson, 825 - 12 St. A. South,
Lethbridge

T. C. Byrne, Dept. of Education

T. C. Byrne, Dept. of Education,
Edmonton

Divisional Superintendents—

J. D. Aikenhead, Stettler

L. A. Broughton, High Prairie

J. W. Chalmers, Sedgewick

T. K. Creighton, Sangudo

X. P. Crispo, Olds

W. R. Dean, Fairview

A. F. Deverell, Rocky Mountain House

S. A. Earl, Taber

M. O. Edwardh, Foremost

E. M. Erickson, Holden

F. B. Facey, Athabasca

I. Goresky, Thorhild

L. G. Hall, Lac La Biche

J. R. S. Hambly, Grande Prairie

F. Hanochohko, Two Hills

G. K. Haverstock, Castor

W. G. Hay, Hanna

E. W. Hinman, Cardston

G. F. Hollingshead, 11140 - 127 St.,
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M. M. Holman, Oyen

S. W. Hooper, Peace River

W. S. Korek, Claresholm

H. A. Kostash, Smoky Lake

L. W. Kunelius, Westlock

G. H. Lambert, Consort

O. P. Larson, Brooks

C. M. Lavery, High River

J. J. LeBlanc, 10713 - 98 Ave.,
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R. V. McCullough, Red Deer

E. G. McDonald, Provost

J. A. McKay, Pincher Creek

M. MacLeod, 1410 Shelbourne St.,
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E. C. Miller, Vermilion

N. M. Purvis, Lamont

C. Pyrch, Thorsby

R. Racette, St. Paul

C. H. Robinson, Camrose

H. R. Ross, Lacombe

A. L. Schrag, Spirit River

R. J. Scott, 37 Gariepy Block,
Edmonton

J. I. Sheppy, Grande Prairie

S. D. Simonson, Wainwright

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L. A. Thurber, Red Deer

L. A. Walker, Court House,
Medicine Hat

J. F. Watkin, Drumheller

E. G. White, Vegreville

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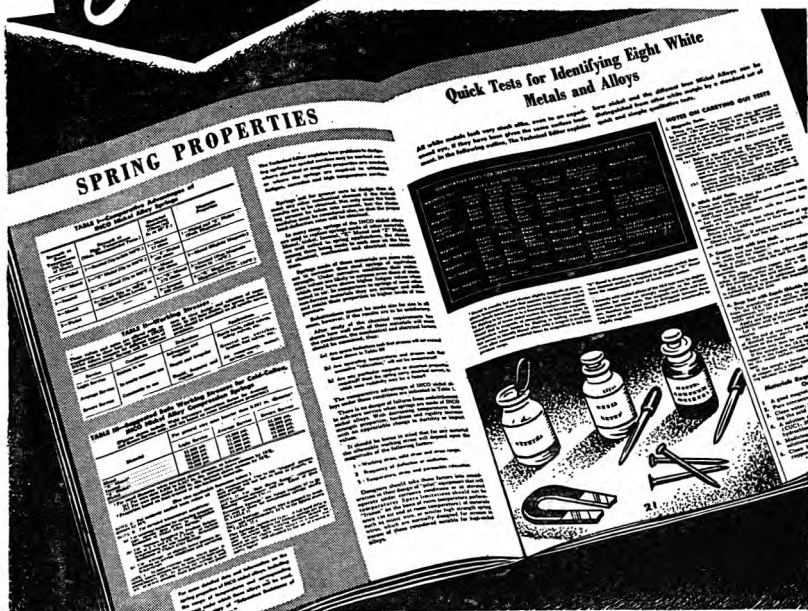
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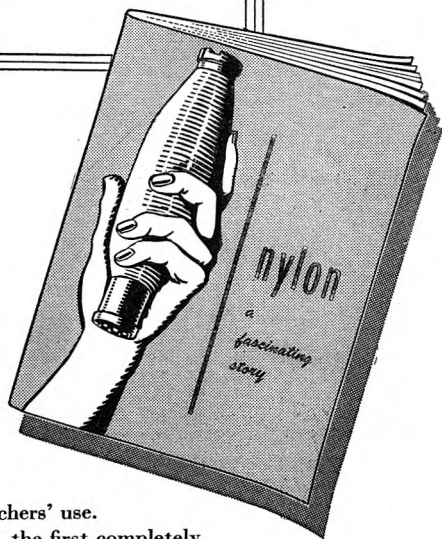
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News from Our Locals

Alhambra Sublocal

Festival, Radio Programs, and Sports Discussed

Discussion concerning radio, programs, a fall sports meet, and school festivals took up the business time of the first meeting held at the school. The eight teachers present elected H. Smith as president, H. Horne, vice-president, M. Clark, secretary, Mrs. Oliver, councillor, and Mrs. Stillings, press correspondent.

Following the business meeting, lunch was served by Mrs. Smith and Mrs. Stillings.

Andrew Sublocal

Postal History Given

D. J. Woroschuk, postmaster at Andrew, Alberta, was guest speaker at the sublocal's re-

organization meeting. His talk on the "History of the Canadian Post Office" and his

showing of the film "*The Postman and Canadian Mail*" were both interesting and beneficial. J. W. Huculak, 1949-50 president, thanked Mr. Woroschuk for his effort to bring about a better service in, and understanding of, the postal work.

Mr. Huculak's supporting executive for this year are: Peter Huculak, vice-president; Lucille Melnyk, secretary-treasurer; Pearl Wakaruk, R. A. Serink, Jane Romaniuk, social committee; George Topolnisky, nominations committee; Walter Sere-diak, auditing committee.

Reports presented to the 17 members present included a financial statement, an attendance report, and the 1948-49 social events report.

Arrowwood, Queenstown, Milo Sublocal

Eyres Leads Discussion

W. R. Eyres is president, C. Carson is vice-president, and E. Reimer is secretary of the sublocal for 1949-

50. The above were elected at the re-organization meeting held at the home of Mr. and Mrs. Clark of Queenstown.

Business at the meeting included a discussion of topics on the electoral ballots, led by Mr. Eyres. It was decided, also, to make a study of some of the points of the *Code of Ethics* and of *The School Act*. Discussion of these subjects is to be headed by Mr. Eyres and Mr. Carson at the next meeting.

Athabasca Sublocal

New Executive

Executive for the 1949-50 term at the first local meeting are as follows: president, R. Stonehocker; vice-president, N. J. Andruski; secretary-treasurer, Nevis Robb; press correspondent, Ted Giles; director of track meet, A. Brima-combe.

Blairmore Sublocal

Officers Elected

At a meeting held at the Blairmore school, William Jallep was chosen president and Rudolph Melynchuk was chosen secretary-treasurer of the sublocal.

Bon Accord-Gibbons Sublocal

Teachers Plan Novelty Dance

A novelty dance, sponsored by the sublocal, is scheduled for November 18 at the St. Eugene School. Plans for the dance were drawn up at the October 3rd meeting of the sublocal.

Topics of interest including the sublocal track meet, the fall convention, and standardized tests were discussed. It was felt by the members that there was a definite need for some form of standardized testing in the elementary and intermediate grades. The sublocal, therefore, adopted "Testing" as its project for the coming year. Plans regarding this will be made at the

next meeting.

Lunch was served at the conclusion of the meeting by Mrs. Cardiff, Miss Annebo and Miss Kowalski.

Boyle Sublocal

Sublocal Is Reorganized

An encouragingly large number of teachers attended the October 5th meeting, the purpose of which was to reorganize and elect officers for the coming year. Officers elected are: W. A. Deeprose, president; Olive Forbes, vice-president; B. Ashton, secretary-treasurer, and William Naciuk, press correspondent.

Carmangay-Champion Sublocal

Meetings To Be Rotated

Meetings of the sublocal are to be held alternately in the two towns the third Tuesday of every month. This decision was reached at the first meeting on October 12th in the Champion School.

New officers for 1949-50 are: president, J. Hutcheon; vice-president, H. H. Allan; secretary-treasurer, Mrs. H. Whittle; program committee, G. Jacobsen, E. Gordon, M. Gersch and Lorine Kneiss; publicity convener, Mrs. Mae Todd.

Chief topic of discussion at the meeting was the electoral ballots to be voted on at the fall convention.

Clover Bar Sublocal

Thanks Expressed

To the retiring officers of the sublocal, Mr. Piercy, president, and Mabel Geary, secretary-treasurer, appreciation was expressed for their very conscientious work while in office. By the teachers at their first meeting.

Those present elected Val Roos of New Sarepta as president, A. E. Hohol, vice-president, Dorothy Lowrie as secretary-treasurer, and Mrs. M. A. Cross, press correspondent.

It was decided to hold a meeting

the first Saturday of each month at 2:00 p.m. in the library of the Masonic Temple.

Coleman Sublocal

Salary Committee Formed

At the first meeting held this term, the following members were elected: R. A. Spillars, president; Mrs. J. McDonald, vice-president; Ethel Kanik, secretary-treasurer; J. McDonald, S. J. Ondrous and Helen Dibblee, salary committee.

Drayton Valley Sublocal

Friday Meetings

The reorganization meeting took place at the home of Mrs. Glass on September 23. The following officers were elected: president, Mrs. Glass; vice-president, Mrs. Henkel; secretary-treasurer, Mrs. Deby; and councillor, Rosa Wolters.

Regular meetings will be held the second Friday of each month.

Drumheller Sublocal

Miss Sinclair

Reports That . . .

Teachers of the sublocal met at the Central School on September 21 for their first meeting. The following officers were elected for the coming year: president, Mrs. D. Edwards of East Coulee; vice-president, J. L. Aaserud of Midlandvale; secretary-treasurer, Mildred Branum of Drumheller; press correspondent, Isobel Sinclair of Drumheller.

Plans were made for holding the meetings at the various centres in the same order as last year. A committee was appointed to make arrangements for a field day in the spring. Following the meeting lunch was served by the staff of the Central School.

Evansburg-Wildwood Sublocal

Four Executive Members Elected

The first meeting of the year was held at the home of Mrs. M. Gibb, at

Deadline for news—twentieth
of preceding month.

Wildwood. Several new members were welcomed.

All unfinished business concerning the track meet held at Evansburg in May was concluded.

R. Stonehocker was elected president; R. E. Zuar, vice-president; secretary-treasurer, J. T. Fink; and Mrs. J. G. Rogers, press correspondent.

Mr. Randolph, representing the Confederation Life Insurance Company, addressed the meeting.

Lunch was served by the hostess, assisted by Alberta Harrison.

On September 27, the closing day of the fall convention, the organization meeting of the local was held and the slate of officers for the coming year was elected. W. P. Rourke of Hines Creek was named president; S. Chapman of Fairview, vice-president; Mrs. B. Roe, Fairview, secretary-treasurer; E. E. Oliver of Fairview and K. McKie of Hines Creek, councillors; and Rosemary Lyons of Bluesky, press correspondent.

Fairview Local

Mr. Ansley at Special Meeting

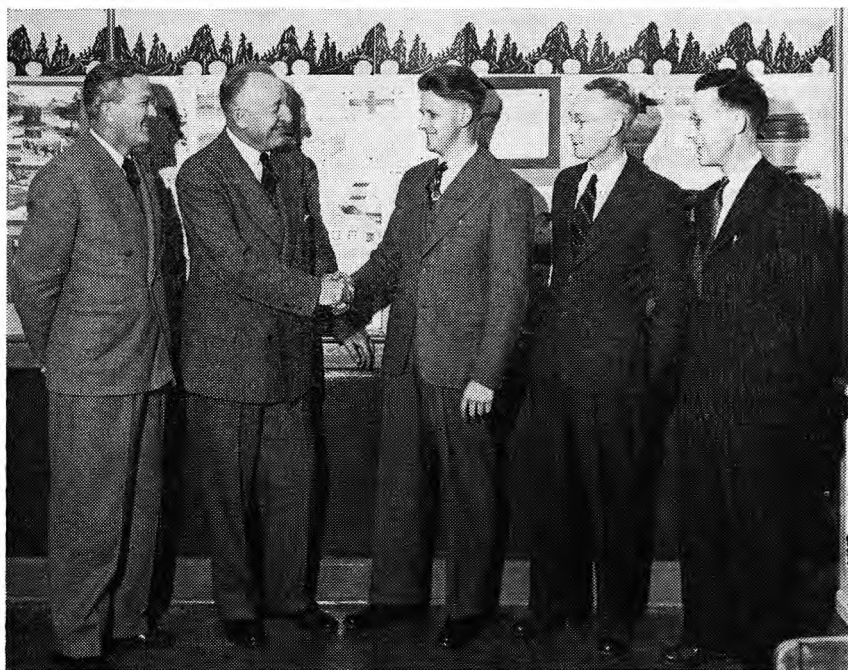
A special meeting of the local was called on September 26 to vote on proposed changes in the bylaws.

Lethbridge Sublocal

Congratulations to Mr. Rudd

Mr. Rudd, M.A., LL.B., new president of the sublocal, was congratulated for the \$500 prize which he recently was awarded in the Cana-

CAMROSE CONVENTION



Left to right: Eric C. Ansley, George E. Selke, A. Strandberg, president of Camrose convention, W. H. Swift, J. H. Murray, secretary of the convention.

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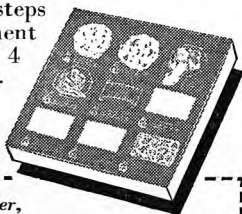


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dian Bar Association Essay Contest.

Mr. Rudd heads a large executive: William Ede, vice-president; Frances Haney, secretary; W. N. Thomas, treasurer; G. B. McKillop, representative to the school board; I. R. Turner, G. E. Lakie, W. N. Thomas, and Kathleen Mann, public school salary negotiating committee; K. Roy, and M. Clarke, separate school salary negotiating committee; A. M. Fisher, and P. J. Collins, auditors.

Financial aid has been requested of the teachers towards the purchasing of residences for the YWCA, which is about to be established in the city. It was the general feeling of the meeting that this worthy project should be given full support, and the staff of each school be canvassed for this purpose by its representatives.

Paradise Valley Sublocal Bylaws Introduced and Summarized

The Alberta Teachers' Association bylaws, voted on at the fall convention, were introduced by C. Richardson and summarized by Anders Aalborg at the meeting held on September 28 at Rivercourse.

Other business at the meeting included the election of the following officers: president, C. Venance; vice-president, Mrs. Ruth Acaster; secretary-treasurer, Mrs. Emily Welsh; Councillor, Merlin Moncrieff; a report by Mr. Moncrieff on the salary schedule for the Vermilion Division and the passing of the following resolution to be presented at the fall convention: "Resolved, that we request the Department of Education to reinstate the type of register which was in use three years ago."

It was decided that the Paradise Valley Sublocal would meet the last Wednesday of each month.

Spirit River Local Convention News

Forty-seven teachers and two supervisors spent two profitable days

in convention at Spirit River, September 28 and 29.

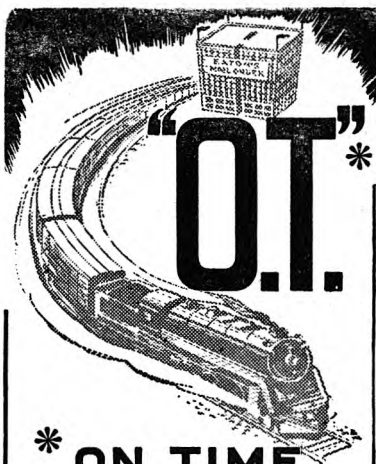
At the opening session, an address of welcome from the Mayor of Spirit River, Mr. Gudlaughson, was read to the delegates by D. Blackie, president of the local. Following this, matters pertaining to track meet and music festivals were reviewed. Ethel Fildes delivered an address on the Alberta Teachers' Association Workshop at Banff.

In the afternoon, Mr. Schrag, superintendent, dealt with school board and other matters pertinent to Spirit River Division. The assembly then divided into specific groups. The "recent graduates" were led in discussion by Stafka Misunas; the rural teachers by Mr. Hemphill; elementary teachers by Mrs. Zeman; **and the high school teachers by Mr. Farewell.** An address was given by A. A. Aldridge, director of Vocational Guidance for the Department of Education.

Miss Heller, school and district nurse, spoke to the teachers on Health in the school, dealing chiefly with the advantages derived from the guidance clinic which recently visited Spirit River. She pointed out that mental hygiene is an important factor in determining causes, diagnosing them, and prescribing treatment in order to help the backward child.

At the first session of the second day the trend of modern education in vocational guidance was discussed. Mr. Parks outlined the purposes of the new vocational agriculture course and showed the advantages of such a course to pupils who wish to remain on the farm.

The general meeting of the Alberta Teachers' Association followed. H. Dewar, northwestern representative on the Central Executive, addressed the convention and explained the policy behind the different amendments upon which the local was to express its approval or disapproval. The amendments were



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voted upon in the afternoon.

The councillors, Mrs. Bryan and Mr. Russell, reported on the annual convention held in Edmonton.

The election of officers resulted in the following: president, D. Blackie; vice-president, S. Skirrow; secretary-treasurer, Marian Muzyka; press correspondent, Sister Faye.

The afternoon program consisted of: an interesting report by Jean Bryan of the School of Narcotic Education; the organization of five sublocals; a lively discussion on alternating musical festivals with school fairs each year; and the appointment of a committee to gather information re school fairs.

The convention closed with a motion to have a convention at Spirit River again next year, provided that outside speakers can be engaged.

Two Hills Sublocal

N. Myskiw Outlines Salary Schedule

Officers elected at the first meeting include N. Myskiw as president; A. Hayduk, vice-president; N. Hawca, secretary-treasurer; H. Boyko, press correspondent; D. Podealuk, councillor; and Mrs. Chepeha and Mrs. L. Podealuk, auditors.

Mr. Myskiw gave an outline of how the new salary schedule for the Two Hills Division was drawn up and a discussion followed.

A vote of thanks was extended to those teachers who provided lunch and entertainment at the last year's meetings by 19 members present.

The group insurance plan, to which the teachers were to give some thought before the next meeting, was discussed.

Vegreville-Lavoy Sublocal

Festival to be Discontinued

Because of the lack of support from rural schools, it was decided to discontinue the annual school festival. This decision was reached after a thorough discussion of school festivals at the September 29 meeting.

The meeting also discussed the Blue Cross Plan and elected the following executive: president, L. Maiko; vice-president, J. Finlay; Secretary-treasurer, A. Rogalsky; luncheon committee, Miss Patterson, Miss Reidlinger and Miss Josvanger.

Vulcan Sublocal

New President Takes Over

Mr. McPherson, new president of the sublocal, took the chair at the October 12 meeting at the home of Mr. Majakey.

C. M. Laverty, superintendent of the Foothills School Division, was present to discuss the formation of a teachers' institute and the sublocal decided in favor of his forming such a group.

The Vulcan teachers have decided to disband the teachers' bowling league.

Wetaskiwin Sublocal

Work on Telephone Directory

As a community service project the sublocal agreed to complete the work of securing the addresses of all telephone subscribers, so that when the new directory comes out each name will have his street address. Mayor M. Merner and E. Thornton have already done considerable work on this service.

The new Wetaskiwin executive is headed by Mrs. Wm. Hughes, with August Stoles, vice-president; Lois Longmire, secretary-treasurer; Mrs. Hughes and Charles Bailey, councillors to the local executive; Florence McDonald, convenor of the refreshment committee.

For the community council Mrs. B. A. Munn was appointed as second delegate and Gordon Sanders as the alternate. The other delegate is Roger Paton.

The matter of combining a school fair with the Agricultural Society Annual Fair was discussed. A suggestion was made that the Society might add a larger number of entries to include school items.

Wanham Sublocal

Sublocal Formed

The Wanham sublocal was formed at the Spirit River convention with: B. B. Russell as chairman, Stafka Misunas as vice-president, and Mrs. Simone Farquhar as press correspondent.

Willingdon Sublocal

1949-50 Officers Elected

The sublocal elected the following as their 1949-50 officers at their meeting on September 22: G. Kolotyluk, president; M. Pawliuk, vice-president; N. Svekla, secretary-treasurer; Mrs. A. Navalkowsky, press correspondent; M. Toma, councillor to Two Hills Local; N. Dushenski and S. Sklepowich, program committee; Mrs. H. Strachuk, S. Shewchuk, and M. Fedorak, social committee.

The secretary of The Teachers' Retirement Fund regrets to report the death of the following teachers:

Pearl Agnes Baker on November 12, 1948.

Harold Russell Leaver on October 11, 1949.

Mabel Lawrence Overton on October 8, 1949.

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Industrial Relations and Economics

There are always economic limita-
tions to what can be done in this
respect. The money to pay higher
wages and to improve working con-
ditions has to come from buyers of
the product. If the price is pushed
too high, the customers will go else-
where. This is the point at which
economics comes into the picture.
For the most part, industrial rela-
tions does not have very much to do
with economics; but when we come to
consider the upper limit of a com-
pany's wage-paying ability, we are
in an area susceptible of economic
analysis. I might remark, paren-
thetically, that union officials are
usually rather good practical
economists.

University's Role in Industrial Relations

Let me now come back to the sub-
ject on which I was supposed to talk
to you this evening—the contribu-
tion which a university can make to
the development of better industrial
relations. I would like to address my-
self to two somewhat different ques-
tions. First, what can a university
do for union and management leaders
in solving their practical problems of
dealing with each other? Second,
what broader contribution can the
university make toward furthering
the public interest in sound indus-
trial relations?

I do not think it is wise to exag-

gerate the direct contribution which we can make to the parties at interest. Practical skill in human relations comes very largely through experience, and I doubt whether it can be taught to people in any way. To some extent it is a matter of personal temperament and aptitude. Given a natural aptitude, skill is acquired through years of experience in negotiating with other people. I do not think either that it is the main business of a university to inculcate trade skills—to teach people how to write a water-tight seniority clause, or how to conduct a job-evaluation survey. These things may need to be taught somewhere in the community, but they are scarcely at the university level.

Strategy Rather Than Tactics

A university should be concerned with the strategy of industrial relations rather than with immediate tactics. Let me illustrate this distinction by two examples. As you know, there are very elaborate techniques for making time studies of production operations, setting time standards, determining piece rates and constructing systems of incentive payment. The details of these procedures are matters of tactics. The interesting thing about incentive systems, however, is that they usually do not motivate workers to the extent which an engineer or an economist might expect. Workers do not go out and overstrain themselves in order to make a little more money. They hold back on the job. The members of a work group tend to keep pace with each other in spite of mark-

ed differences in their natural speeds. Where there is a union in the plant, it will always insist on a voice in management control of the incentive system. Why are these things true? Why do workers react to incentive systems as they do? Why are unions so concerned with controlling management's use of wage-incentives? Is it possible to get agreement between unions and management on the structure and administration of incentive systems? These are strategic questions.

A second illustration is the increasing use in union contracts of so-called "managerial prerogative" clauses. These clauses are written in an effort to protect management's right to act without consulting with the union in certain areas of business operation. Some of them are very general, while others contain a detailed list of subjects which are to be within the sole authority of management and in which the union shall not interfere. From a tactical standpoint, one can examine the wording of these clauses from one contract to the next and try to find one set of words which seems better than another. The strategic issues, however, are why management feels as it does and what, if anything, can be done about it. Why does management fear union encroachment and feel it necessary to seek this type of contract clause? Is it feasible to give management the kind of protection which it is seeking? If so, can it be done through contract provisions, or is some other kind of arrangement necessary?



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what certain passages meant, and puzzling passages were worked out by the class.

In February, the Audio-Visual Aids Department received a set of 15 films and material entitled "Films for the Improvement of Reading." Procedure for their use is as follows: A printed page is shown on the screen while a band of light "slides smoothly from left to right, from line to line, pacing the reader's eye." The speed of this "pacing device" is accurately determined in advance for the "silent" speed and for the "sound" speed on the projector. The silent speed range is from 150 words per minute for Film 1 up to 450 for Film 15, while the sound speed runs from 225 up to 675. Each film is accompanied by 10 questions to be distributed to each pupil after the first showing of the 4-minute film. The students answer as many of the questions as possible. Then a second showing of the film is followed by the completion of the answers and the correction of them from the key, by the pupils themselves. Each film is accompanied by a transfer, a printed article of a similar material to the film, which the students read, and answer questions as above. Despite technical disadvantages, and disadvantages inherent in the materials themselves, i.e., too pro-American, the films and transfers did prove beneficial in many cases and did make the students conscious of the possibilities of speed in reading. For example, one boy with an I.Q. of 102 on *The Laycock Test*, and a reading rate of less than an average grade II, was frankly incredulous that anyone could read at the rate of 450 words per minute. He was startled to find himself reading at 160 on the second film, and when he found he could answer questions at the higher rate, he pushed his speed up to that of an average student in

grade V in May, by the end of the year.

The second *Progressive Achievement Tests* were given in June and showed an improvement in most of the twenty-five students who had also taken the September tests. Whereas, the September average reading grade was 9.4 (that of the average grade IX student in December) the June average was 10.3 (that of the average grade X student in November). This average increase does not appear to be very high until it is compared with the average increase in reading as measured by the *Department of Education Reading Tests* over the past three years. The average for grade X "C" students in 1946 was 8.6. The average for these same students was 8.9 in September, 1947; but by 1948, when these students were in grade XII, the average had dropped back to 8.7.

The individual increases in the experimental course were as follows: one "B" 4.7 increase, one "C" 2.8, one "C" 2.4, one "C" 2.1, 3 "B's" 1.6, two "C's" 1.5, one "B" and one "C" 1.4, one "C" 1.0, two "B's" 0.9 and 0.7, two "A's" 0.5 and 0.4, two "C's" 0.4 and 0.3, one "C" -0.3, one "C" -0.4, one "C" -0.6, two "C's" -0.7, one "B" -0.9 and one "C" -1.0. The students who showed a decline in reading were either well above the grade X reading grade in September, or showed an increase in other fields. Thus a "C" student who "dropped" 0.4 in reading gained 1.8 in mathematics. Another "C" who "dropped" 0.7 in reading gained 1.5 in mathematics and 3.0 in language and so finished with a full grade average increase. The most remarkable achievement was that of a boy of 17 with a "B" standing, whose I.Q. on the *Willis-Smith* was 80.5 and whose reading grade in September was 6.9. In June his grade for reading was 11.6; his mathematics grade rose from 8.1 to 12.1, his language grade from 7.0 to 8.5 and his aver-

age grade from 7.3 to 10.8.

One boy came in with a reading grade of 10.3 but proved to be moving his lips. His efforts to control this cut his reading grade to 9.9, but

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he is now reading more accurately and once he has mastered his handicap he should show improvement. Another boy, a "B" dropped back from 9.8 to 8.9. He felt that he was in the wrong school and throughout the year had proved to be lacking in the ability to concentrate (an observation which seems to be borne out by the fact that his average advanced only 0.1 for the year). One or two of the girls showed a falling off in reading grade, but these also showed a tremendous gain in language, so that the "evening up" process seems to have been in operation here. On the other hand, when there was great gain in reading, there was a remarkable improvement in both mathematics and language. One girl, a "C" with an I.Q. of 100 on *The Laycock Test*, jumped from 8.4 to 11.2 in reading, from 10.1 to 14.0 in mathematics and from 9.4 to 12.5 in language, thus raising her average from 9.3 to 12.6. Another girl (*Willis-Smith I.Q. 85.5*) advanced her reading from 6.0 to 8.4, her mathematics from 13.8 to 14.5 and her language from 10.1 to 12.5. This brought her average up from 9.5 to 12.0, or 2.5 grades in the school year.

Had the experimental group been much smaller than the original 42, it would have been possible to give more individual remedial work to the students. As it was, much group work was done, and the gains made by individual students suffered thereby. Earlier use of reading films, and better physical surroundings for showing these would have increased the effectiveness of the experiment.

Editor's Note: Some schools have accepted the challenge of the "C" students, and have acted. They have proved that something significant can be done to help this group to gain self-confidence through achievement and, by so doing, to sustain their interest in remaining in school.